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ABSTRACT

This curriculum guide for Latin classes in grades 6 through 12 is intended to assist the teacher in offering the student the linguistic and cultural aspects of the language and to provide a series of techniques, activities, and approaches which will facilitate the learning of the language. Contents include: (1) general objectives, (2) the relevance of classical study, (3) Roman culture, (4) toward a better education, (5) Latin for grades 6, 7, and 8, (6) Latin 1 (grade 9), (7) Latin 2 (grade 10), (8) Latin 3 (grade 11), (9) Latin 4 (grade 12), (10) the advanced placement program, (11) evaluation and testing, (12) the Greek language, (13) Latin and the electronic classroom or language laboratory, (14) suggested activities, and (15) promotional techniques. An appendix contains a series of illustrations suitable for use with an overhead projector. A list of resource materials for the teaching of Latin is included. (RL)

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Curriculum Guide for

LATIN

Grades VI-XII

JAMES F. REDMOND
General Superintendent of Schools

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CITY OF CHICAGO

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FOREWORD

This guide has been formulated to assist the teacher of Latin in offering to the student the linguistic and cultural aspects of the language and to provide a series of techniques, activities, and approaches which will so involve the student that meaningful and vital learning will result. It is hoped that the suggested teaching aids in this guide will not inhibit the creativity of the teacher, but rather will stimulate and diversify his approaches.

There are benefits to be derived from a study of Latin, and opportunities to derive such benefits must be made available to all within a democratic framework. With this guide, appropriate learning experiences for each grade and achievement level, representing the latest and most authoritative opinion, are made available.

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INTRODUCTION

Nescire autem quid ante quam natus
sis acciderit, id est semper esse puerum...
—Cicero
Orator, 120

As a result of the recent, significant upsurge of interest in the humanities, of which Latin is an integral part, new approaches and shifts of emphasis have been proposed. This guide presents Latin in the setting of these contemporary trends.

However fresh new approaches appear to be, counterparts have flourished in the past, the only variables being, perhaps, time and degree. Some important issues which continue to be unresolved in the teaching of Latin are the desirable degree of student involvement, the optimum use of multisensory aids, the proper role of Latin conversation in the classroom, the nature and degree of translation, the extent of awareness of the cultural roots of Greco-Roman civilization, and the importance of the problem-centered approach in textual presentation.

These issues have formed the basis of discussion by classicists in conferences throughout the years. In 1894, a committee of ten conducted the first recorded survey of the teaching of Latin in the United States and established the sequential high school Latin curriculum. As early as 1912, British scholars advocated and employed the direct method of teaching Latin, the functional approach used so commonly today in the teaching of foreign languages. The Classical Investigation of 1924 stressed the importance of Latin as a means of developing mental processes and recognizing contributions of Latin to English grammar and literature. The Airlie House Conference of 1965 attempted to reassess and redefine goals, curriculum content, teaching methods and aids, and teacher preparation in Latin studies.

The professional Latin teacher must be aware of these unresolved issues in his subject and must be willing to benefit from new knowledge. Unless the Latin teacher purposefully involves himself in the dynamics of his field, research can have no meaning. While there are many trends evident today in the teaching of Latin, certain ones appear to have more immediate relevance to the classroom teacher.

Latin is becoming increasingly available to students at different grade, achievement, and cultural levels. Instruction in Latin is being extended gradually into the elementary school, it is being made increasingly available to students who because of status of their achievement in reading were previously considered ineligible, and it is being offered to students to whom English is not a mother tongue.

To satisfy the diversified needs of the growing number of individuals studying Latin, a greater variety of approaches and instructional materials is being offered to the Latin teacher.

In a democratic society, Latin should not be only a luxury for a few. The increased availability of Latin instruction, coupled with a growing realization of the intrinsic value of Latin within the humanities, has occasioned government interest and the likelihood of greater support.

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GENERAL OBJECTIVES

The general objectives in the high school Latin program are--

- To develop an awareness, appreciation, and enjoyment of the intrinsic value of Latin
- To develop sufficient language skills to comprehend Latin as a language and as a cultural base at increasing levels of difficulty
- To effect a more diversified understanding of classical antiquity through collateral readings, both English and Latin
- To assimilate the elements of Latin language structure
- To develop a continuing, permanent, and functional Latin vocabulary
- To increase the student's word power in English and other languages through the study of Latin
- To make the student aware of Greco-Roman culture and its expanded relevancy to modern society through Latin literature
- To correlate the broad scope of Latin studies to the other areas of the subject curriculum
- To furnish an intellectually satisfying experience in which a sense of academic accomplishment is realized.

THE RELEVANCE OF CLASSICAL STUDY

Latin and Greek are not dead languages; they have merely ceased to be mortal. —J. W. Mackail

The classics are at the center of man's study of man.

At a time when modern man seems embroiled in the apparently ageless dilemma of "know yourself," it seems reasonable that a closer inspection of his classical origins might prove to be a potent force in the quest for self-knowledge. It is regrettable and not a little surprising that the present status of Latin and Greek studies indicates that relatively few students are being exposed to the multifaceted opportunities the classics offer to analyze man and his problems.

In an age of political and social fragmentation, a penetration into those elements of our culture which we all claim as common is an exercise of obvious merit. It is no exaggeration to say that our roots are Greco-Roman. If indeed the origins and inspiration for so much contemporary life are to be found among the Greeks and Romans, then it seems foolish to attempt any meaningful understanding of modern man without an honest analysis of the common past.

Yet, in today's post-Sputnik humanities explosion, there is serious inquiry on the part of educators concerning the relevancy of Latin in the contemporary curriculum. One wonders if the "dead language" concept of Latin is understood only in a negative sense by people who should be well aware that "dead language" with respect to the ancient classical languages is really a term denoting quality and perpetual inspiration. The word "dead" regarding Latin means a lack of continuing, substantial change. The literatures of ancient Greece and Rome—literatures which possess examples of aesthetic heights so formidable that they have served as standards for subsequent artists since Roman times—offer the study of the two great original cultures of the West in <u>completed form</u>. They furnish, therefore, a unique educational opportunity, one that English literature, for example, cannot supply at definitively. Because Latin is no longer the tongue of the people, nation, or race, it is no longer subject to the alterations, good and bad, of a spoken language. The Sistine ceiling is no longer subject to change at the hands of Michelangelo, but its changelessness is an asset.

No vital area of Western endeavor lacks a substantial basis in classical antiquity. The Roman Republic offers the only historical opportunity to study the birth, life, and death of that republican form of government which in so many areas is the inspiration for the American experiment. Politically and socially conscious modern man may study in the Roman Republic the triumphs and failures of the formulators of Western culture in the fine arts, public welfare, urban and farm problems, religion, law and order, the assimilation of peoples, and the morality of war.

Intimacy with the past can produce a more profound understanding of the present primarily through the study of the Latin language, since it is only through knowledge of a man's native language that one can come to know him most authentically.

Our literary inheritance from Greece and Rome must be stated strongly. The work of the eminent writers both in Europe and America reflects the Greco-Roman world in content and form. The classics are apparent everywhere in the writings of Shakespeare, Spenser, Dryden, Keats, Shelley, Tennyson, T. S. Eliot, and Christopher Fry. American writers—among them Eugene O'Neill and John Updike—have borrowed and continue to borrow classical ideas. An honest understanding of modern literature requires knowledge of the classical world.

The Romance languages, that is, those languages coming from the Romans--Spanish, French, Italian, Portugese, Rumanian—are modern versions of Latin. No longer a language bound to one people or one state, Latin is for that reason a universal, stable language which has become, together with Greek, the source of our space-age vocabulary, as well as the origin of descriptive vocabulary for all the sciences. The very scientists of our modern age rely upon the languages of ancient Greece and Rome to verbalize their ideas and make interdisciplinary dialogue possible.

When the valuable humanistic contributions of classical study are seriously considered, it seems apparent our society should not debate Latin's relevancy in the modern curriculum. Rather, the need is for an objective re evaluation of how a too-narrow American classical base may impair important areas of mutual and self-understanding.

Tum denique homines nostra intellegimus bona
Quom quae in potestate habuimus, ea amisimus.
--Plautus
Captivi, Prologue 142

CULTUS ROMANUS

The word culture is defined in various ways, depending upon one's point of view. Sociologically, the inheritance, accomplishments, values, goals, and products of any group represent its culture. Culture is also conceived of as those mental progressions and aesthetic sensibilities in all the areas of human endeavor that reveal more of the self, of the universe, and of their interplay.

The Latin teacher must understand and teach the Romans' culture as the accomplishment of important men who achieved things of permanent value for all men at all times and in all places, as well as the aspirations, values, goals, beliefs, and daily living patterns of the average Roman citizen.

Culture and Language

Culture, the aggregate of man's experiences, and language, man's primary means of cultural expression, are absolutely interdependent. It is, after all, through language that culture develops. A person strives ultimately to comprehend the Roman through Roman literature.

Latin and English are very different languages, representative of two widely divergent cultures. In order to understand the differences, often more important than the similarities between Latin and English, it is necessary to relate the culture of the Roman to his Latin language. It is through a language-based pursuit of cultural comprehension that one can hope to draw near to the authentic Rome.

Culture and the Student

For the Latin student an overall view of the Greco-Roman and American cross-cultures, including behavioral patterns and contributions to civilization, opens areas which lend themselves to subjective investigation and speculation. It is perhaps more valuable to arrive at an understanding of the shared humanity of our classical ancestors and ourselves, through an honest analysis of the varied approaches of both cultures toward human problems, than to accentuate similarities, both real and apparent.

An exposure to another culture, especially Roman culture, cannot but provide the student with a freedom from a monocultural understanding of things--a freedom which will give him a dimension of cultural objectivity and a sense of the continuum of human affairs that, it is hoped, will be permanent features of his intellectual power.

Since cultural values are assimilated, the student must be exposed to a variety of cultural materials--literature, art, laws, clothing--which will produce a whole effect, a composite of personalities, facts, and things, developing into a feeling for Rome and a base for future judgments.

The Latin Teacher and His Classroom

Since the Latin teacher is the living representative of Roman culture in his school, he must make an effort to convey to his students and to the entire school at every appropriate opportunity that there is a person available in whom the classical inheritance resides firsthand. The Latin teacher both personally and professionally must exemplify the highest ideals of the humanistic traditions of the West to which he is uniquely allied as trustee.

The Latin classroom should be furnished with pictures, posters, statuary, maps, bulletin boards, and reference books reflecting various aspects of the culture of Rome. Upon entering the Latin classroom the student should be made aware that it is here that things Roman are encountered, that the Latin language is spoken, and that discussions of the classics are carried on. The Latin classroom must furnish an atmosphere and materials conducive to audiolingual learning in Latin and must provide a Roman context for cultural assimilation.

The Teaching of Roman Culture

Whenever possible Roman culture is to be presented in Latin as part of the regular program of language learning.

Usually the linguistic material is so culturally oriented that the dialogue and narratives will reflect the culture of Rome.

Cultural information about Rome and the Romans should be presented in language suited to student level and ability.

It is unwise to check student cultural growth because of a lack of Latin language ability. Whenever necessary, therefore, English should be the medium of cultural instruction.

The list of topics provided in the content outline for each level of Latin can help the teacher organize a structured program of instruction.

An extensive use of community resources should be made. The architecture of famous buildings, Greek restaurants and gift shops, and museums should be investigated, and the Italian and Greek tourist bureaus should be consulted.

Slides, films, filmstrips, tapes, and records are essential in a well structured program of culture assimilation.

In the teaching of culture there should be a progression from the concrete to the abstract.

For beginning Latin students, the study of Roman culture is an outgrowth of his audiolingual experiences.

Later, readings, individual and group projects, discussions, and lectures will expand cultural awareness.

In the final two years of the Latin sequence the student should be capable of writing and discussing perceptively important areas of Roman culture and its continuing effects upon modern civilization.

Suggested Cultural Topics

The family
Political life
The role of the military
Religion
Schools
The fine arts
Social life
Progress and problems . Roman culture
The provincial system
Roman attitudes and values
Roman amusements and pastimes
Roman economics
The interpretation of the Roman inspiration throughout the centuries
The extent of the Roman inheritance in the twentieth century

Suggested Cultural Topics

Notes

The Family

Beginning Levels

What authority did the Roman father (paterfamilias) exercise in his family?

Compare and contrast the authority of the American and the Roman father.

What was the attitude of the Roman mother toward her own position in the family, in the state?

Compare and contrast the roles of Roman and American mothers.

Advanced Levels

What effect did the condition of the Roman family have on the Roman state (the monarchy, the republic, the principate)?

Did the nature of the family change during the course of Roman history?

Has the American family changed during the course of American history?

Is there any correlation between the Roman and American families?

Is American family life today analogous to that of the Roman family at any period?

Political Life

Beginning Levels

Why was the first form of Roman government a monarchy?

Did any of the Roman kings do important things?

Why did the monarchy end?

What form of government replaced the monarchy? Why?

Suggested Cultural Topics

Notes

Was there ever any serious consideration given to the establishment of a monarchy in the United States?

Advanced Levels

During the Republic were Roman youth actively involved in activities aimed at bringing about political and social change?

If so, who were involved? What forms did their activities take? If not, why not?

Did Roman youth share any of the enthusiasm for political involvement American young people manifest?

What were the political implications of the term novus homo? Is there an American equivalent?

To what degree was the fall of the Republic (the Principate) attributable to the poor quality of leadership at all levels?

The Role of the Military

Beginning Levels

Did the Roman army draft young men or was Roman military service completely voluntary? How did young Romans react to military service? What part did patriotism play in the lives of Roman boys? Can the Roman's sense of duty be compared to present-day feelings about service to one's country?

Did Roman generals normally conduct the affairs of state? How did the Roman army help its country progress?

Advanced Levels

Is there a correlation between the assumption of political power on the part of the military and the restriction of civil rights evident in the last century of the Republic? Is there such a correlation evident in the world today?

Suggested Cultural Topics

Notes

What evidence can be presented in support of the claim that Julius Caesar was a military genius?

Religion

Beginning Levels

Why did the Romans believe in many gods?

Was worship of the gods private or public?

Why do many of the gods and goddesses have two names?

Advanced Levels

Did certain groups of Romans deviate from strict belief in the Olympian gods? What religious alternatives were there to the religion to the state?

Did the Romans contribute substantially to theology?

What debt either in dogma or liturgy does contemporary Christianity owe to pagan and/or early Christian Rome?

Why was the Christian religion thought particularly loathsome by Romans in the first centuries A.D.? What Roman literary sources are valuable in researching this question? (This question offers the advanced Latin student the opportunity to research Latin literature using such sources as Pliny and Tacitus.)

Trace the history of the term Pontifex Maximus.

Did the Romans believe in an afterlife? Did they look forward to death as a beginning of reward or punishment? Are there similarities in the thoughts of the Christians and the pagan Romans concerning heaven and hell?

Suggested Cultural Topics

Notes

Schools

Beginning Levels

Did young Romans attend formal schools?

Were Roman boys and girls offered an identical education? What subjects did they study?

How was a Roman trained to be a doctor; a lawyer; a baker?

Advanced Levels

Can Roman anti-intellectualism during the Republic be substantiated through the medium of Latin literature?

Relying on sources in English and direct quotes from Roman authors, write and defend a research paper on the nature of the schizophrenic xenophobia concerning the Greeks.

The Fine Arts

Beginning Levels

What is known about Roman music? What instruments did the Romans play? Have any modern musical instruments developed from those of the Romans?

What was the early Roman soldier's favorite type of poetry? Why?

Did Roman literature develop without foreign influence? Did American literature?

What place has survived which furnishes many examples of Roman painting?

Suggested Cultural Topics

Notes

Advanced Levels

What Greco-Roman influence does Michelangelo's Pieta show?

In what way(s) is Marina City representative of the continuum of Western architecture?

Using the Sixth Book of the Aeneid, substantiate Vergilian influence in Dante's description of hell in La Divina Comedia.

Social Life

Beginning Levels

How did the Romans greet one another?

What were the functions of the clients in Roman society?

What were the classes of Roman society?

Was there a Roman middle class?

Advanced Levels

Were Roman women socially restricted in comparison to men?

Was the Roman system of welfare based upon humane or pragmatic considerations?

Was Roman public assistance more equitable than its American counterpart?

Progress and Problems in Roman Culture

Beginning Levels

Were there any differences and/or similarities between the Roman and American systems of slavery?

By modern standards was Rome a pleasant city in which to live?

Suggested Cultural Topics

Notes

How did the Romans travel through the empire? Were Roman roads a great accomplishment?

Advanced Levels

In the first century A. D. what policies were adopted by the Roman government to secure its northern frontiers from barbarian incursion? Did the emperors consider it vital to national security to Romanize the barbarians? Were they granted citizenship?

Were Catiline's grievances legitimate?

Was there any justification for the awarding of farms to discharged soldiers?

What were Augustus' real contributions to Roman society? What were (are) the lasting effects of his administration?

History

Beginning Levels

What events in Roman history permanently altered the course of history?

Advanced Levels

Since Roman history offers us the only opportunity to study the completed history of a nation which in so many important ways is the inspiration of our own, serious analysis of the accomplishments and failures of each of its important periods—monarchy, republic, and dictatorship—affords unique opportunities for a revealing examination of Western man's progress.

The Provincial System

Beginning Levels

What is an empire? Are empires common today?

Suggested Cultural Topics

Notes

What are the names of some Roman provinces (both ancient and modern names)?

What did Rome require of its provinces?

Were the Romans cruel rulers?

What officials were needed to govern the provinces?

Advanced Levels

How did the policy of awarding provincial land to veterans produce lasting political and cultural benefits for Rome?

How did Verres unwittingly promote good government?

Roman Attitudes and Values

Beginning Levels

Were the Romans generally tolerant of foreigners?

What did the average Roman value most in life?

Advanced Levels

For the Romans what constituted the ideal citizen?

What are the bases underlying the expression "Civis Romanus sum"?

Did Roman society honor learning for learning's sake?

Roman Amusments and Pastimes

Beginning Levels

What amusements were available to the Romans?

Did the Roman children have toys?

Suggested Cultural Topics

Notes

Did the children attend the gladiatorial games?

What games did the children play?

Advanced Levels

Is the villa equivalent to our summer home?

What were the political aspects of public entertainment?

Was convivium an orgy?

What was a Roman festival?

Roman Economics

Beginning Levels

Did the Romans use coins, paper money?

Was barter ever popular in Rome?

What were the most popular Roman coins?

What were the main products in Roman trade?

Did the Roman system of roads have any effect on commerce?

Advanced Levels

What was the economic base of the Augustan Pax Romana?

What improvements in the standard of living at Rome can be cited from Julius Caeser's time to the reign of Marcus Aurelius?

To what extent during the Golden Age was the economy of Rome based upon agriculture?

What part did banking play in the fall of the Roman Empire?

Suggested Cultural Topics

Notes

The Interpretation of the Roman Inspiration through the Centuries

Advanced Levels

What are the sources of William Shakespeare's concepts of classical antiquity?

Why does mythology play such a prominent part in Paradise Lost?

What was the general European attitude toward the vestiges of classical Greek and Roman culture in the 18th century?

How authentic was Lord Byron's understanding of ancient Greece?

What part did the works of Ovid play in the literary productions of the Elizabethan age?

Were Vergil's works an important part of the Renaissance?

What references to Cicero did St. Augustine make?

The Extent of the Roman Inheritance in the Twentieth Century

Beginning Levels

What famous examples of the Greco-Roman styles of architecture are prominent in the United States?

What movies about ancient Greece and Rome can be named?

Are American houses at all similar to the ancient Roman houses?

What Latin words (unchanged) are common in English vocabulary?

Are any classical ideas being argued in the world today?

Suggested Cultural Topics

Notes

Advanced Levels

What is the place of meter in modern American poetry?

How important is Greek philosophy in contemporary education?

Is Publius Vergilius Maro a controversial name among today's scholars and writers?

Does ignorance of the classical legacy contribute to the condition of "modern rootlessness"?

To what extent are the burning issues of today a quest for an understanding of Vergil's noble epithet for Aeneas--pius?

In light of America's classical heritage can a nation which ignores the Delphic principle "know yourself" ever be truly great?

Memento Haec

In teaching culture the Latin teacher must remember—

to make the student aware that cultural topics are understood accurately only in terms of the whole Roman cultural context, e.g., the gladiatorial games must be studied as part of the Roman experience, not American

to separate culture testing from language testing

to evaluate cultural comprehension on the basis of individual achievement after determing a level of adequacy

to establish definite criteria for determining cultural understandings

to keep the student aware of the purpose of learning Roman culture

to vary activities specifically designed to teach culture.

The ultimate product of the teaching of classical culture is a new view of life obtained through the language of the Roman world which enables the students not only to study the Romans but also to identify with them.

AD MELIOREM EDUCATIONEM

The suggestions given in this chapter represent a composite of ideas, techniques, and common sense practices which the Latin teacher may find valuable in his quest for better student comprehension.

General Procedures

Take time to get acquainted with the students.

Develop confidence among the students.

Set definite goals for each class.

Be aware that the textbook is but an adjunct to the teacher's own inventiveness.

Pace the work according to the needs of the class.

Give assignments with care.

Start teaching at the beginning of the period.

Maintain a lively pace.

Give short, frequent tests to ensure mastery of vocabulary, grammatical forms, and syntax.

Reteach elements whenever evaluative procedures indicate that there has not been mastery of subject matter.

Encourage students to ask questions.

Summarize main points of the lesson at the end of the class period.

Help students develop good study habits.

Memento: Repetitio est Mater Studiorum. Varientas est classis Latinae condimentum!

Audiolingual Activities

Pronunciation

Always take the time and trouble to enunciate Latin clearly.

Insist on correct vowel quantities in Latin pronunciation.

In the language lab use tapes in pronunciation drills. Let students hear themselves and check with standard pronunciation on records.

Do some oral practice every day at all levels.

Help students acquire speech melody patterns through correct imitation, repetition, and practice of words and phrases.

Listening and Understanding

Emphasize the need for discriminating listening at all times.

Give classroom directions, short lectures, and question and answer periods in Latin.

Create situations in which students read to the class in Latin.

Encourage students' oral proficiency through their use of record players and tapes at home.

Oral Expression

Supply the class with conversational words and Latin equivalencies for modern expressions.

Have students prepare short talks in Latin about definite topics for oral delivery in class.

Teach the class to sing "Happy Birthday" in Latin. Make a practice of using the song for each student's birthday.

Have the students answer role call in Latin.

Have students tell and listen to humorous stories in Latin.

Change reading material to first person for student dramatization.

Encourage Latin football cheers in class and at games, such as "Pugnatē, pugnatē, prō victoria."

Require students to memorize famous Latin quotations and phrases at all levels.

Visual-Graphic Activities

Reading

Stress the meanings of Latin readings.

Emphasize background materials necessary for particular types of later reading in Latin, such as mythology, history, geography, drama, poetry, or oratory.

Supply introductions to stories and ask and elicit stimulating questions about readings.

Aim for immediate understanding of Latin readings without intermediary translation.

Use short, simple stories such as familiar myths for sight reading in order to develop confidence.

In sight reading, help students with difficult vocabulary.

Suggest supplementary reading materials which are within the students' level of achievement.

Vocabulary

Introduce conversational vocabulary by categories: greetings, weather, classroom procedures, the family, and school life.

Use pictures, posters, coins, and other realia to extend vocabulary.

Emphasize word families in vocabulary study. Stress suffixes, prefixes, compounds, synonyms, and antonyms in making students "word conscious."

Encourage students to combine Latin and mathematics. Have them add, subtract, multiply, and divide orally.

Use flash cards, word games, and crossword puzzles to enliven vocabulary study.

Discuss advertisements seen in newspapers, magazines, supermarkets, and stories that use Latin root words.

Keep a calendar in Latin and assign one student each day to note the date for the class.

Language Structure

New grammar structures are taught very meaningfully through pattern practices.

Emphasize meaning in teaching cases and inflectional forms.

For periodic reviews use exercises based on completion or substitution patterns.

Use ideas dealing with current events and school activities for Latin sentences which are used in illustrating language structure.

Composition

English to Latin composition should be done at all levels. Keep materials for composition simple and brief.

In the beginning, writing should be imitative only. It should be practiced primarily by copying materials which have been mastered audiolingually and which the student can read. It should consist of labeling objects in the room and compiling picture dictionaries.

At the intermediate level pattern response drills, controlled sentencs, and controlled paragraphs may be utilized effectively as guided writing experiences. In all three techniques students respond to given words, expressions, and questions.

Students progressing from closely guided writing to less controlled writing may be expected to change tense, person, or number and write substitution drills based upon a model sentence and cues.

At the advanced levels the student should write brief summaries or resumés on topics of civilization and literature in his own words.

Dictation, a most useful and valuable exercise in the study of Latin, involves these aspects of language learning: purposeful listening, understanding of meaning, discrimination of sounds, and understanding the correct values of syllable quantity.

Dictation should be short but frequent and based upon a definite plan.

Dictation may be orally delivered by the teacher or a dictation tape played the number of times (two or three should be sufficient) the teacher feels is necessary for complete, meaningful assimilation.

Immediate classroom correction by the students themselves, whenever possible, increases the effectiveness of dictation.

Effective dictation sources are previously studied paragraphs, textbook passages, news events, and Roman cultural heritage.

Cultural Materials

Use one section of a bulletin board for a special topic such as "Acta Diurna." Post announcements of programs, school events, and activities in Latin.

Have students bring and post items of interest for the bulletin board. Newspaper or magazine clippings should be varied from week to week.

Display posters and pictures related to class readings.

Encourage the making of art projects and models that correlate with class work or individual interests.

All displays and exhibits should be current with class activities and be clean and fresh in appearance.

LINGUA LATINA IN SCHOLA PRIMA, VI ET VII ET VIII GRADUS

Rationale for Beginning the Study of Latin in Grade 6 or 7

The student is approaching readiness for analysis of language.

Long experience in European education (and a more limited one in this country) indicates that students can begin to achieve satisfactorily in Latin as early as age 11.

A longer and more gradual introduction of fundamentals provides for a greater mastery and a feeling of security in control of the language.

An early start provides for a longer sequence of study for reading in greater depth and for added enrichment.

Opportunity to select Latin at this level increases the scope and appeal of language programs in the schools and puts Latin on a more equal footing with other languages more widely offered.

Aims and Objectives

Humanistic

Create in the child at an early age an awareness of the historical and cultural background of Western civilization and deepen his understanding and appreciation of Rome's contribution, and through Rome the contribution of Greece, to our culture and civilization.

Linguistic

Develop and broaden the child's basic linguistic skills.

Achieve, by an early start, a more thorough comprehension of the Latin language than would usually be possible with a beginning in grade 9 or later.

Provide at an early age the advantages the study of Latin may give for increasing one's mastery of English vocabulary.

The Student at Age 11 or 12

Assumptions

With a good teacher, any child at this age can study Latin with profit. What is taught in the Latin class should be related to the student and his total educational experience.

Student Characteristics

General comprehension of the concrete, approach by some to comprehension of abstractions

A facile memory, plasticity of speech, and love of mimicry

Love of action and sense of spontaneity

A short attention span, lively curiosity

Total Educational Experience

General language facility from experience in the community and more formal study in school

General knowledge gained in the school and outside of class

Reading habits and quality of speech, written and spoken

Extracurricular activities

Teaching Goals: The Acquisition of Four Basic Skills

Audiolingual Skills

Listening skill should be developed to the point where students can comprehend short sentences, questions, or commands as spoken or read aloud by the teacher.

Speaking skill should be developed to the point where students can produce Latin words with accuracy, read easy sentences aloud with facility and correct phrasing, and make correct responses to simple questions in Latin.

Reading--Writing Skills

Reading skill should be developed to the point where the student can read in Latin and comprehend elementary graded materials based on the principles of sentence structure presented at the appropriate level.

Writing skill should be developed to the point where the student can write simple sentences in Latin based on familiar materials and can manipulate the basic syntax of such sentences by the processes of expansion, transformation, or substitution.

Use and Availability of Materials

The teacher must be aware constantly that the choice of methods and materials should be flexible and adapted to local conditions and requirements. Where possible, the use of materials should be articulated with the content of other disciplines at the appropriate grade level. The Service Bureau of the American Classical League publishes an annual list of teaching aids and materials and each issue of the Classical Outlook quotes various entries from the list. The Classical World has frequent articles on audiovisual materials and an annual survey. Other bibliographies

are found in the Classical Bulletin and the Classical Journal and in the newly founded Foreign Language Annals. For the most complete list of beginner's books, series, and readers in print, see the April 1967 issue of the Classical World. All listings provide the name of the author, the publisher, and the price.

Methodology

Appropriateness for the Student

Presentation of material should proceed from the concrete to the abstract.

Oral work should be emphasized. The question and answer method, dialogue, and dramatization can be used successfully.

Memorization is desirable provided the content is meaningful.

Variety of procedures and activities during the class period is necessary to maintain attention and interest.

Projected and visual materials open new avenues to learning.

General Presentation

Forms and vocabulary generally should be met first in a meaningful context and practiced in the same way.

If possible, generalizations and form systems should be abstracted inductively only after they have been learned according to the preceding method.

Grammatical terminology should be introduced gradually over the three year period and should be held to a minimum at least during the first two years.

Constant attention must be given to the flexible word order and the importance of inflection in the Latin language in contrast to the marked lack of inflection and dependence upon word order in English.

Oral Practice

Pronunciation is taught by imitation of the teacher or of recorded material or both.

Oral questions and answers should be--
based on reading material, situations, and pictures
so constructed as to require proper use of forms in response and to show comprehension of what is asked.

Other types of oral drills are rapid drills employing such changes as substitution, expansions, and transformations of structures and vocabulary.

Choral recitation should precede individual recitations in the learning of new material.

Students should have practice in reading a text in a manner that indicates comprehension (phrasing, intonation, and gestures).

Formal oral practice can be provided by structured pattern practice.

Dictation should offer a means of checking oral comprehension.

Aural comprehension is developed by attention to the teacher and to tapes and can be checked and expanded by questions and answers.

Reading

The teacher should read Latin aloud to students with the correct grouping of words to increase understanding.

Students should be trained to observe structure of sentences by guidelines of inflectional endings and transitional words and of mental metaphrasing which should precede any attempts to master content.

Comprehension of content can be aided and checked by questions correctly constructed in Latin and in English, by discussing the content, and by metaphrasing, summarizing, or paraphrasing.

Writing

Writing should begin with practice in copying Latin words or phrases for the observation of correctness in spelling.

Dictation of Latin words and phrases may be introduced at an early stage but careful checks of spelling should be a regular practice.

Many of the oral drills may be turned into writing exercises and varied by use of substitution, expansion, and transformation techniques.

The writing of simple Latin sentences should be the means of reviewing a lesson unit rather than the beginning of one.

Vocabulary

Vocabulary should always be presented initially in context or in association with pictures and practiced or reviewed in the same way.

Vocabulary lists should be used only in reviewing words already learned in context.

Students should be taught to get the meaning of words from the context and/or by applying principles of word formation.

The Assignment

At initial stages homework in the language, if assigned, should not include new material but should consist of what has been practiced in class.

Reading for enrichment is always a proper homework assignment.

The Language Laboratory

The Latin teacher should make careful use of the language laboratory whenever it is available.

It is a valuable adjunct to, but not a substitute for, the classroom in providing opportunity for additional aural-oral practice and for recording.

Testing

Tests should measure what has been learned.

Oral as well as written testing should be done.

Short and frequent tests on individual points are valuable for young students.

Long tests should be broken down into steps pinpointing specific items, so that both student and teacher can see where achievement is satisfactory and where additional work is needed.

Tests should be a learning as well as a diagnostic device as a means of checking achievement and stimulating mastery.

The preceding section on Methodology is extracted from A Report to the National Endowment for Humanities. The Oxford Conference and Related Activities. Submitted by John Francis Latimer, Executive Secretary, The American Classical League, George Washington University, Washington, D. C., 1967. Grant #HO 1111-1-01.

Structures and Morphology to Be Taught at Grade 6

Sentence Structures

Subject, intransitive verb

Puer stat.
Stat puer.
Stat.

Puella stat.
Stat puella.
Stat.

Puer et puella stant.
Puella et puer stant.
Stant puer et puella.
Stant puella et puer.
Stant.

Subject, intransitive verb, complement

Puer est altus.
Puer altus est.
Altus est puer.

Puella est parva.
Puella parva est.
Parva est puella.

Puer est altus, et puella est parva.

Puer et puella sunt discipuli.
Discipuli sunt puer et puella.
Sunt puer et puella discipuli.
Sunt discipuli.

Subject, transitive verb, direct object

Vir feminam videt.
Feminam vir videt.
Videt feminam vir.
Feminam videt vir.
Feminam videt.
Videt feminam.

Vir feminam non videt., etc.

Femina virum videt.

Virum femina videt.
Videt virum femina.
Virum cidet femina.
Virum videt.
Videt virum.

Femina virum non videt., etc.

Morphology

Nominative, accusative, and a few uses of the ablative in all declensions, singular and plural

Mater canem in horto spectat.
Canem in horto mater spectat.
Mater canem non spectat.
Canem spectat.

Mater canes in horto spectat.
Canes in horto mater spectat.
Canes matrem in casa non spectant.
Matrem in casa canes spectant.

Antonius cum militibus ambulat.
Cum militibus Antonius ambulat.
Cum militibus ambulat.

Imperative, present tense active, in all conjugations, singluar and plural

Salve magister.
Salvete discipuli.

Maria, porta cretam.
Porta cretam, Maria.

Date chartas, discipuli.
Anna chartem da.

Valete discipuli.
Vale magister.

Indicative, present tense active, all conjugations, singular and plural (sum and eo as needed) in statements and in questions

Quis sum?	Ego sum magister.
Quis sum?	Tu es magister.
Quis est Marcus?	Marcus est discipulus.
Ubi sunt Marcus et magister?	Sunt in schola.

Suntne Marcus et Monica discipuli? Sunt.

Prepositions, conjunctions, adverbs, pronouns, and adjectives as they occur in oral practice or in reading

Culture

Methodology

Cultural topics are introduced in a variety of ways--dialogue, short narrative in Latin and in English, word study and derivation, and audiovisual materials--with the material itself suggesting the most effective approach.

Dialogue

Magister	Discipuli
Quod est tuum praenomen?	Meum praenomen est Joannes.
Quod est tuum praenomen?	Meum praenomen est Linda.
Quod est tuum praenomen?	Meum praenomen est Geraldus.
Quod est tuum praenomen?	Meum praenomen est Antonius.

This dialogue should be followed by a talk about the Roman name.

Short narrative in Latin

> Roma est urbs. Roma est in Italia. Italia est in Europa. Italia non est insula. Italia est paeninsula. Roma non est insula, sed Roma est urbs.

A narrative of this kind will serve as a basis for a geographic study of Rome and Italy.

Word study and derivations

Parts of the body

Latin	Derivative
corpus	corpse
caput	capital
oculus	oculist
nasus	nasal, nose
digitus	digit
manus	manual
pes	pedestrian
lingua	language

These words should be used to label a chalkboard sketch of the body. The teacher should ask for English derivatives and help the students with the more difficult words. For a written assignment the class should be asked to write sentences using the English derivatives.

Enrichment

Greetings

The Roman name--praenomen nomen cognomen
Gaius Julius Caesar

The names and functions of the members of the Roman household

The Roman house

Geography of Italy

The Roman calendar

Roman numerals and ordinals I-X (simple addition and subtraction)

Latin names for the parts of the body

Latin names for animals

Songs, mottoes, and nursery rhymes in Latin (memory work)

Testing

Short frequent quizzes of the completion, true-false, multiple choice types, dictation based upon memory work, and short English essays based upon enrichment materials may be given.

Format of a Lesson Plan

Colloquium

The teacher greets the class, takes the roll, asks for the day of the week, the month of the year, and the weather report in Latin.

Recensio

The review is based upon previously learned material and may take varying forms, such as summaries of tests, rapid drills (with tapes), various types of exercises, or dialogues.

Lectio

Reading may be original or constructed Latin, or dialogues concerned with familiar subjects such as the family, the school, Roman heroes, Greek and Roman mythology, and geography. It should incorporate both learned and new concepts, and ideally should be associated with pictures or sketches.

Rogationes

The questions about the reading should be answered in Latin.

Linguae Structura

Structures and grammatical forms taught in context may be reinforced by charts, flashcards, and overhead projectors.

Exercitia

Exercises incorporate review and new material and should make use of the audio-lingual-visual senses. Pattern practice drills involving repetition, substitution, completion, and responses are valuable. The teacher may also use worksheets on which students may handle structural generalizations or material covered in pattern practices.

Addenda

Latin songs, Latin phrases in English, Latin mottoes, color slides of ancient Greece and Rome, records and realia will provide needed variety for the younger student.

The above format may be modified by the individual teacher to meet the needs of the class.

A Suggested Ten-Day Lesson Plan for Latin in Grade 6
(Thirty minute classes)

The goals for these ten days are--

Acquaint the pupil with the Latin language.

Introduce the pupil to the part of the world where Latin was spoken.

Initiate a study of Roman culture.

Teach greetings, subject with intransitive verb, subject with intransitive verb and complement, direct question (quis, quid, -ne, nonne) and answer.

The materials used are--

the teacher's daily prepared text script

chalkboard

notebook (student's word list under the teacher's direction)

wall map of the world

bulletin board (Romulus and Remus)

film (Rome--the City Eternal)

overhead projector or film strip.

First Day

A cultural atmosphere should be established in the room. This can be done by displaying a map of the world, posters depicting scenes of Rome and Italy, figures or pictures of Roman heroes and deities, and dioramas depicting a Roman street scene, a chariot race, a gladiatorial contest, and any realia characteristic of ancient Rome.

The pupils will be told that they are to begin a "new adventure" in their school life. This "adventure" will take them back many centuries to a distant land where a famous people lived. The pupils are going to learn the Latin language these people spoke and, in learning thir language, will come to know these people who gave so much to our civilization.

The teacher can make the transition to the Latin lesson by introducing himself and repeating several times clearly with appropriate gestures:

Ego sum magister/tra.

He may then point to a pupil and ask:

Quis es?

and elicit the response:

Ego sum(pupil's name).

The teacher follows with:

Tu es(pupil's name).

Every pupil should be introduced by the above question and answer. It would be helpful at this point to write the learned Latin words on the chalkboard in dialogue form.

As the class leaves the room, the teacher should say,"Valete."

Second Day

The teacher greets the pupils, repeating with appropriate gestures:

Salvete, discipuli.

and suggests that the class might also greet him in Latin:

Salve, magister/tra.

He may then greet individual pupils and ask for a response:

Salve, Vera.

Salve, magister.

Salve, Robert., etc.

The roll may be taken by the teacher or an individual pupil using the following expressions:

Quis es?

Ego sum....

Tu es....

The teacher should then address himself to the "new adventure" by telling the class that the people who spoke Latin so long ago had their beginnings in Italy. He should point out Europe, Italy, Rome, and the Mediterranean Sea on a wall map and give some brief, simple facts about the physical features of Rome such as the seven hills and the Tiber River. The pupils should be encouraged to add what they know about Italy and Rome. Following this discussion, he may add to the class vocabulary by indicating:

Haec est charta. Haec est Italia.

Haec est Europa. Haec est Roma.

These sentences should be repeated with the class and written on the chalkboard.

As the class leaves the room, the teacher should say,"Valete, discipuli."

Third Day

At the beginning of the class, greetings are exchanged. The roll is taken by the procedure suggested for the second day.

The teacher points to the map and repeats with appropriate gestures:

Quid est? Est charta.

He then asks the class:

Discipuli, quid est?

and elicits the response:

Est charta.

The same procedure should follow for Europe, Italy, and Rome.

The teacher should write the current vocabulary on the chalkboard as the greetings, roll-call, and map study are reviewed. The teacher directs the pupils to write the words in their notebooks. Hereafter, words on the chalkboard will be copied in the notebooks.

An outline map of the Mediterranean area is distributed with directions that Eurpoe, Italy, Rome, and the Mediterranean Sea (Mare Internum) be pencilled in. This map is kept by the students for further work as need dictates during the school year.

The teacher begins a brief history of Rome at this point, giving essentially the date of the legendary founding of Rome and the story of Romulus and Remus. If possible, a slide or a picture of Romulus, Remus, and the wolf should be shown on an overhead projector or displayed on the bulletin board. Pupils should be encouraged to participate in a discussion and possibly asked what they know about Roman heroes or historical figures.

As the class leaves, the teacher says, "Valete, discipuli."

Fourth Day

Greetings are exchanged at the beginning of the class. The roll is taken today in a new way. As each child is called, he is encouraged to reply, "Adsum." The teacher says,"_____ abest" of the absentees. The roll call procedure is shortened and two words are added to the current vocabulary.

A rapid review drill is given on map study in Latin and historical material in English.

Two boys and two girls are asked to come to the front of the class. The teacher points to a boy, asks and answers with gestures.

Quis est? Est Paul.

Quis est? Est Robert.

He points to a girl, asks and answers with gestures.

Quis est? Est Vera.

Quis est? Est Anna.

The questions are now repeated with the class. The teacher continues.

Paul est puer. (puer on the chalkboard)

Robert est puer.

Vera est puella. (puella on the chalkboard)

Anna est puella.

These sentences are repeated several times with the class, or individual students are called to respond.

_____ est puer.

_____ est puella.

The teacher follows the same procedure to teach the following:

_____sunt pueri, sunt puellae. (on the chalkboard)

_____non est puer, non est puella. (on the chalkboard)

_____non sunt pueri, non sunt puellae. (on the chalkboard)

As the class leaves, the teacher says, "Valete pueri, valete puellae."

Fifth Day

Greetings are exchanged and roll is taken as suggested on the fourth day.

Today the teacher may show a movie or filmstrip about ancient Rome. (See Rome--the City Eternal in the bibliography.) Discussion follows.

Latin names for school and objects in the classroom are introduced today. With gestures the teacher articulates and repeats schola, camera, janua, fenestra, tabula, creta, mensa, sella, and pictura. The words are now placed on the chalkboard. He asks:

Quid est? Est....

Pueri, quid est? Est....

Puellae, quid est? Est....

As the class leaves, the teacher says, "Valete, pueri, valete, puellae."

Only new materials are indicated for the next five days. The teacher continues greetings and farewells as suggested, adding more Latin as students gain verbal skills. Review learned material at the beginning of the class period with a warm-up drill or any other apropos exercise. The teacher continues map study and history and introduces the Roman family when learning vocabulary requires.

Sixth Day

The teacher introduces the following adjectives in simple sentence form:

magna, parva, longa, alta, alba, nigra, nova, and antiqua

Sella est parva. Sella non est parva.

New words are written on the chalkboard. Adjectives are identified in terms used in the language arts program. If time permits, the teacher might discuss opposites (antonyms) and some simple English derivatives as altitude and longitude.

Seventh Day

The teacher introduces the sign of the question after reviewing quis, quid.

-ne	ita
nonne	minime

The teacher should use as many of the learned nouns and adjectives as possible. Individual students should be involved in the question and answer. The response should be yes or no with a statement, for example:

Estne creta? Ita, est creta.

Estne creta alba? Ita, creta est alba.

Estne sella magna? Minime, sella est parva.

Eighth Day

The teacher continues as above. He may start introducing the days of the week. (See added materials.)

Ninth Day

The teacher introduces the plurals of the learned nouns and adjectives in a dialogue or in a simple narrative prepared beforehand, if possible, on a tape or illustrated film-strip.

Tenth Day

The teacher adapts the ninth day dialogue or narrative for teaching the material in question form. The song, Mica, Mica, Parva Stella, or a nursery rhyme in Latin may be introduced at the end of the period on this day.

Structures and Morphology to Be Taught at Grade 7

Sentence Structures

Subject, transitive verb, direct object, indirect object

Subject, any combination of structures introduced, and the possessive usage

Morphology

Genitive, dative, additional uses of the ablative, in all declensions singular and plural

Indicative, perfect tense active and present tense passive, in all conjugations, singular and plural (irregular verbs as needed)

Prepositions, conjunctions, adverbs, pronouns, and adjectives as required in oral practice and in reading

Culture

Map study--the Mediterranean World

Roman education

Clothing

Food and meals

Signs of the zodiac

Seasons, days of the week, horae et vigiliae

Names of animals continued

Gods and goddesses

The debt of English vocabulary and literature to Latin

Songs and nursery rhymes in Latin

Structures and Morphology to Be Taught at Grade 8

By the end of grade 8 the students should have mastered the equivalent of the course outlined for Latin I at the high school level.

Vocabulary

The students' vocabulary at the end of grade 8 should be the equivalent of the vocabulary for Latin I at the high school level.

Word Study

Basic principles of etymology involving Latin roots, prefixes, and suffixes should be included.

Ancient Latin and Modern Languages

The elementary school Latin student should be made aware of the relation of Latin to the main Romance (Roman) languages. A comparative analysis of the Latin nature of these important modern world languages furnishes the student concrete proof of the enormous contemporary linguistic influence of ancient Rome. Comparisons of Latin and Romance words and sentences are effective in teaching simple, visual lessons in basic etymological realities.

Latin	Spanish	Italian	French	Portuguese	English derivative
unus	uno	uno	un	um	unify
duo	dos	due	deux	dois	duet
tres	tres	tre	trois	tres	triangle
quattuor	cuatro	quattro	quatre	quatro	quartet
quinque	cinco	cinque	cinq	cinco	quintuplets
sex	seis	sei	six	seis	sextet
septem	siete	sette	sept	sete	September
octo	ocho	otto	huit	oito	October
novem	nueve	nove	neuf	nove	November
decem	diez	dieci	dix	dez	December

The Vocabularium section of Latin I contains additional examples of word comparison.

Latin Words and Phrases Used in English

agenda--things to do
alma mater--college
bona fide--in good faith
cave canem--beware the dog
cum laude--with praise
de facto--in fact
exit, exeunt--he goes out, they go out
ex libris--from the books
ignoramus--one who does not know
in absentia--in absence

incognito--unknown
in loco parentis--in place of a parent
in memoriam--in memory
in toto--entirely
ipso facto--by the very fact itself
modus operandi--way of working
per capita--individually
persona non grata--an unwelcome person
post mortem--after death
pro and con(tra)--for and against
semper fidelis--always faithful
semper paratus--always prepared
sine die--indefinitely
status quo--the existing state of affairs
tempus fugit--time flies
ultimatum--final declaration
verbatim--word for word

Abbreviations of Latin Words and Phrases Used in English

A. D.--anno Domini, in the year of our Lord
A. M.--ante meridiem, before noon
cf.--confer, compare
e.g.--exempli gratia, for example
et. al.--et alii, and others
etc.--et cetera, and the rest, so forth
ibid.--ibidem, in the same place
i.e.--id est, that is
M. D.--medicinae doctor, doctor of medicine
N. B.--nota bene, note well
per cent--per centum, by the hundred
P. M.--post meridiem, after noon
pro tem.--pro tempore, for the time being
P. S.--post scriptum, postscript
Rx.--recipe, take
vs.--versus, against

Reading

Careful consideration is necessary in order to provide for a wide range of general reading that is not limited to one author. An eighth grade level reading lesson plan can be found in the Latin I section.

Culture

By the end of grade 8 the students should have a knowledge of Roman life, history, personalities, mythology, amusement, entertainment, and Roman influence on the world as outlined in Latin I at the high school level.

Latin Words and Expressions for Oral Classroom Use

Question Words

Latin	English	Latin	English
quis	who	quando, quo tempore	when
quid	what		
cur	why	quo modo	how
ubi	where	quot	how many

Vocabulary for Classroom Conversation

Latin	English	Latin	English
responsum	answer	pictura	picture
pensum	assignment	princeps	principal
tabula	chalkboard	locus principis	principal's office
liber	book	discipulus	pupil
creta	chalk	interrogatio	question
horologium	clock	camera, cella	room
janua, porta	door	ludus, schola	school
erasura	eraser	sella	seat
capsa	locker	fabula	story
tabula geographica	map	mensa	table
charta	paper	magister(-tra)	teacher
penna	pen	fenestra	window
stilus	pencil	verbum	word

Introductory dialogue

M: Salvete discipuli.
D: Salve, magister (tra).

M: Quid agitis hodie?
D: Satis bene gratias, et tu? (Quid agis?)

M: Satis bene gratias.

Expressions

Adsum! Hic ego sum.	Present
Ubi est Anna?	Where is Anna?
Abest, aegra est.	She is absent; she is sick.
Ubi est Marcus?	Where is Mark?
Quod est tuum praenomen?	What is your name?
Abest; aeger est.	He is absent; he is sick.
Quis est Paulus?	Ego sum Paulus.

Quis est Paulus?	Who is Paul?
Ego sum Paulus.	I am Paul.
Conside, considite.	Be seated, sit down.
Veni, venite huc.	Come here.
Surge, surgite.	Stand up/rise.
Quae res est?	What is it?
Est fenestra.	It is a window.
Claude fenestram/januam.	Close the window/door.
Aperi fenestram/januam.	Open the window/door.
Cape, capite hoc.	Take this.
Audi/Audite.	Listen.
Ecce.	Look here.
Specta/Spectate.	Watch.
Scribe/Scribite in tabula.	Write on the chalkboard.
Cretam mihi da.	Give me the chalk.
Pone/ponite id hic.	Put it here.
Sumite chartam et stilos.	Take paper and pencils.
Bene.	Good, fine.
Satis bene.	Pretty well.
Optime.	Very good.
Fiat, licet.	All right.
Recte respondisti.	You have answered correctly.
Errasti/Errastis.	You have made a mistake.
Iterum.	Repeat.
Tace, tacete.	Be quiet.
Quaeso, si tibi placet.	Please.
Gratias tibi/vobis ago.	Thanks.
Vale/valete.	Good-bye.
Sic, ita, vero, certe.	Yes.
Minime.	No.
Mihi ignosce.	Excuse me.
Quota hora est?	What time is it?

Colors

Latin	English	Latin	English
alba	white	nigra	black
rubra	red	flava	yellow
caerulea	blue	viridis	green

The Weather

Quaenam est tempestas hodie?	
Tempestas bona est.	The weather is fine.
Tempestas mala est.	The weather is bad.
Sol lucet (non).	The sun is shining.
Caelum est serenum.	The sky is bright.
Caelum est obscurum.	The sky is dark.
Est tepida.	It is warm.
Est callida.	It is hot.
Est frigida.	It is cold.
Pluit (non).	It is raining.
Ningit (non).	It is snowing.

Days of the Week

Quotus dies hic est?	
Solis dies	Sun's day
Lunae dies	Moon's day
Martis dies	Mar's day
Mercuri dies	Mercury's day
Jovis dies	Jove's day
Veneris dies	Venus' day
Saturni dies	Saturn's day

The Hours

Prima hora	Septima hora
Secunda hora	Octava hora
Tertia hora	Nona hora
Quarta hora	Decima hora
Quinta hora	Undecima hora
Sexta hora	Duodecima hora

The Watches

Prima vigilia	Tertia vigilia
Secunda vigilia	Quarta vigilia

The Roman day was divided into twelve hours from sunrise to sunset.
The Roman night was divided into four watches.

Months of the Year

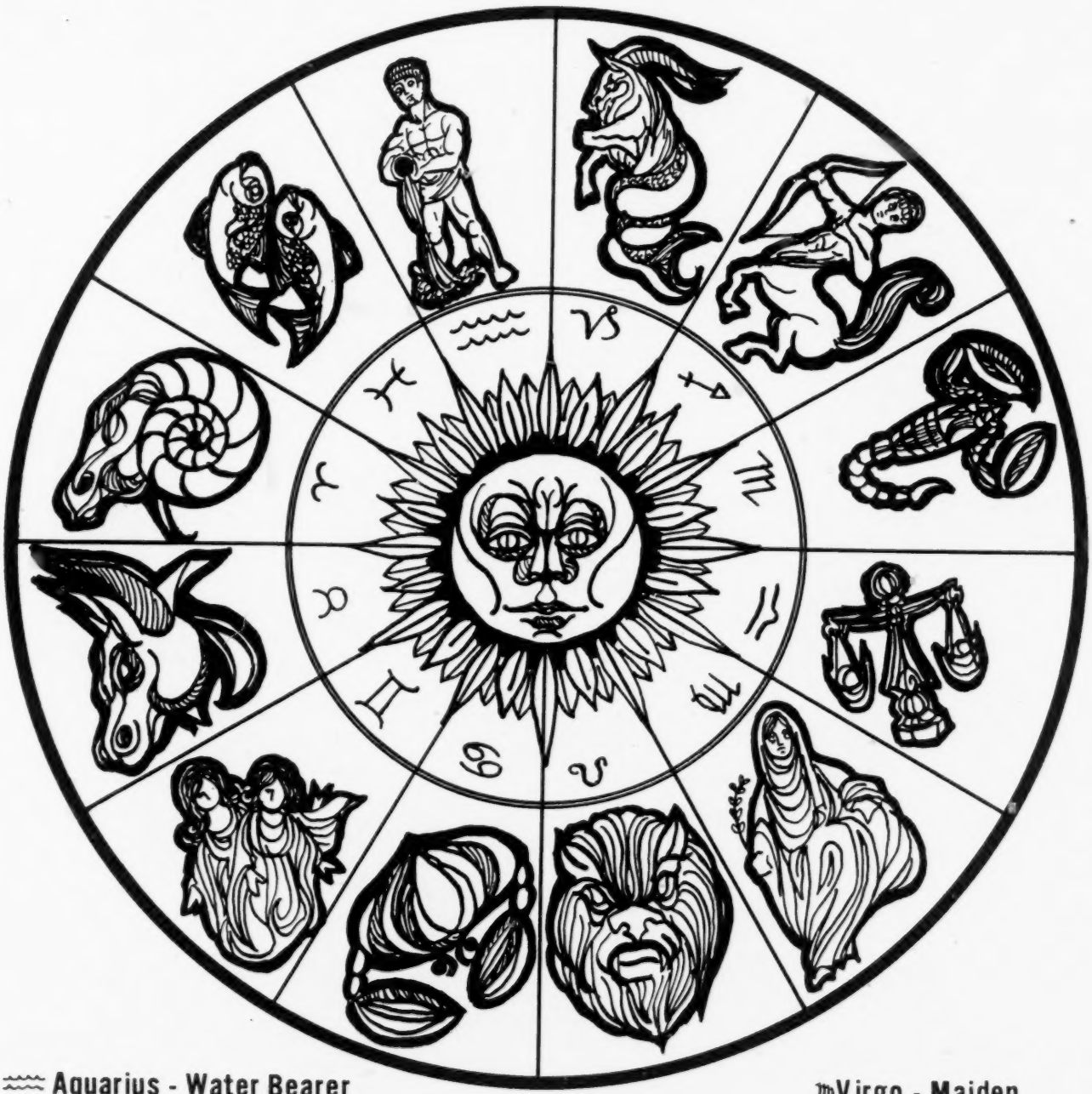
Quotus mensis hic est?

Januarius from Janus, god of beginnings
Februarius from Februa, a Roman ceremony of purification
Martius from Mars, god of war
Aprilis from aperio (open), suggests the coming of spring
Maius from Maia, daughter of Atlas
Junius from Roman family name, Junius

45/46

THE ZODIAC (ORBIS SIGNIFER)

The zodiac is an imaginary belt in the heavens which includes the paths of the moon and the principal planets. Its middle line is the path of the sun. There are twelve divisions or signs, each of which has a Latin name:



♒ Aquarius - Water Bearer
♓ Pisces - Fish
♈ Aries - Ram
♉ Taurus - Bull
♊ Gemini - Twins

♋ Cancer - Crab
♌ Leo - Lion

♍ Virgo - Maiden
♎ Libra - Scales
♏ Scorpio - Scorpion
♐ Sagittarius - Archer
♑ Capricornus - Goat

Julius from Julius in honor of Julius Caesar
Augustus from Augustus, the first Roman emperor
September from septem (seven) Before the old Roman calendar was recognized, there were ten months. March was the first month and September was the seventh.
October from octo (eight) October was the eighth month.
November from novem (nine) November was the ninth month.
December from decem (ten) December was the tenth month.

The calendar in use today is essentially the one revised by Julius Caesar; hence it has been called the Julian calendar. In the sixteenth century, Pope Gregory XIII made further reforms so that today's calendar is known as the Gregorian calendar.

The Seasons

Ver	Autumnus
Aestas	Hiems

The Gods of Olympus

Jupiter--king of the gods and father of men

Juno--queen of the gods

Minerva--goddess of wisdom

Venus--goddess of love and beauty

Apollo--god of light, oracles, music, art, and healing

Diana--goddess of the moon and of the hunt

Mars--god of war

Vulcan--god of fire

Neptune--god of the sea

Mercury--the messenger of the gods

Bacchus--god of wine

Ceres--goddess of agriculture

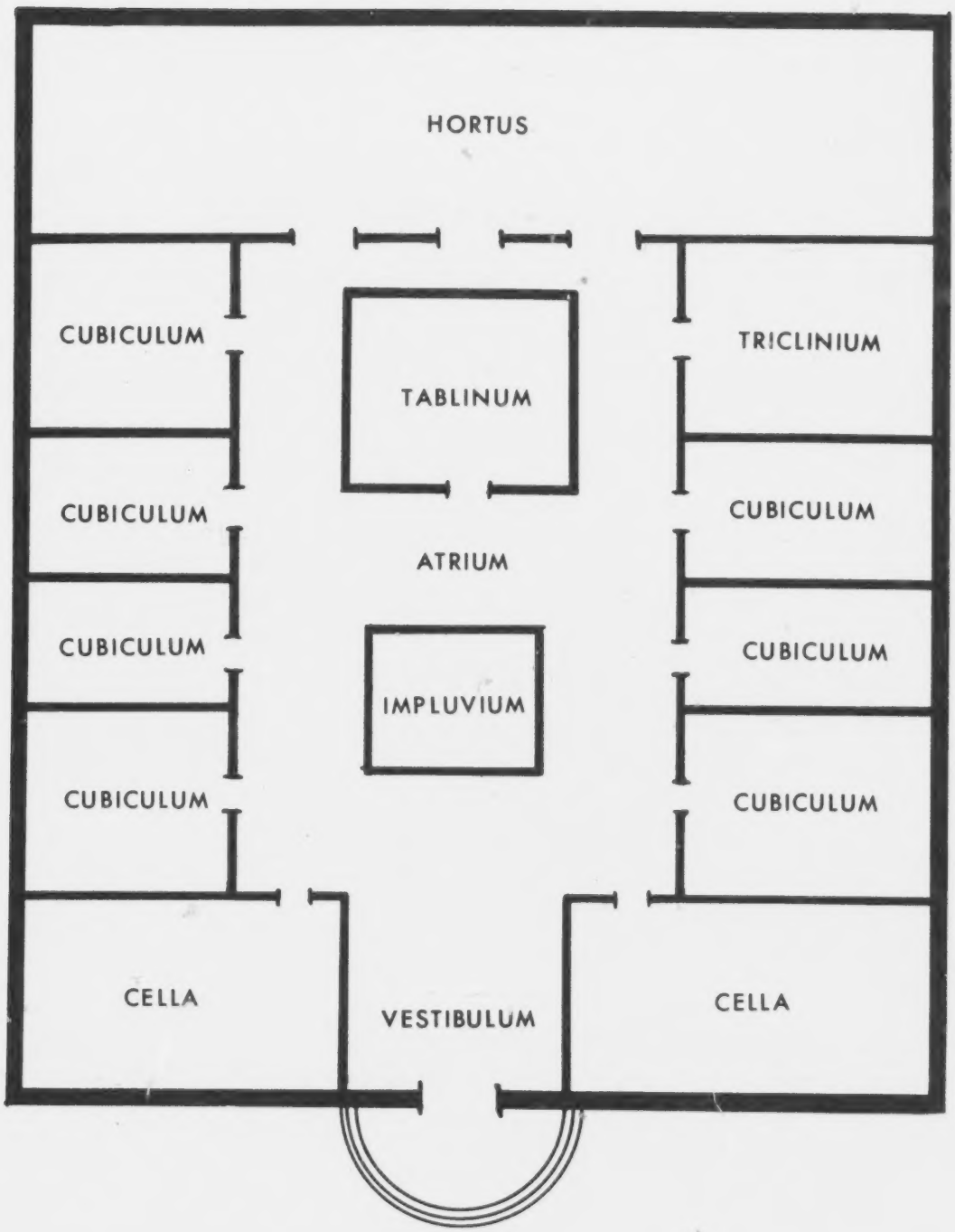
Animals

Latin	English	Latin	English
agnus	lamb	feles	cat
apis	bee	leo	lion
asinus	donkey	lupus	wolf
avis	bird	mus	mouse
canis	dog	simia	monkey
equus	horse	vacca	cow
piscus	fish	sus	pig

Parts of the Body

Latin	English	Latin	English
corpus	body	pes	foot
caput	head	facies	face
manus	hand	oculus	eye

49/50



VILLA ROMANA

Vestibulum	entrance
Atrium	main room
Tablinum	room used frequently for family business
Triclinium	dining room
Cubiculum	bedroom
Cella	storeroom
Hortus	garden
Impluvium	pool for rainwater

Latin	English	Latin	English
auris	ear	palma	palm
nasus	nose	collum	neck
os	mouth	frons	forehead
labrum	lip	capillus	hair
lingua	tongue	barba	beard
dens	tooth	pectus	chest
digitus	finger	cor	heart

The Roman Family

Latin	English	Latin	English
pater	father	filius	son
mater	mother	filia	daughter
frater	brother	liberi	children
soror	sister	parentes	parents
avus	grandfather	uxor	wife
avia	grandmother	maritus	husband
nepos	grandson	paterfamilias	father of the family
neptis	granddaughter	gens	tribe
avunculus	uncle	familia	family
amita	aunt		

Note. Refer to Cultus Romanus, Latin I, for information concerning geography, history, schools, dress, meals, food, and religion.

Songs in Latin

Gaudeamus Igitur

Gaudeamus igitur
Juvenes dum sumus
Gaudeamus igitur
Juvenes dum sumus.
Post iucundam iuventutem,
Post molestam senectutem,
Nos habebit humus,
Nos habebit humus.

Silens Nox

Silens nox, sancta nox, placida, lucida,
virginem et puerum,
sanctum mollem et tenerum,
somno opprime,
somno opprime.

Felix Natalis

Felicem tibi
natalem diem
Felicem natalem,
_____tibi.

America

Te cano, Patria
Candida libera;
Te referet
Portus et exulum
Et tumulus senum;
Libera montium
Vox resonet.

Adeste Fideles

Adeste fideles, laeti, triumphantes venite, venite in
Bethlehem, natum videte Regem
Angelorum,
Venite, adoremus. Venite adoremus.
Venite adoremus
Dominum.

Mica, Mica, Parva Stella

Mica, mica, parva stella!
Mirer quaenam sis, tam bella,
Spendens eminus in illo,
Alba velut gemma, caelo.

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San Juan, H. "Why Latin First?" Modern Language Journal (November 1961): 309-10.

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Denoyer-Geppert Co., 5235 N. Ravenswood Avenue, Chicago, Ill. 60632.

Rand McNally Co., 8255 N. Central Park Avenue, Skokie, Ill.

Models

Authentic Reproduction Co., P. O. Box 56, Franklin Square, New York, N. Y. Construction Kits: ballista, catapult, scorpio.

Edith M. Cook Projects, Westtown, Pennsylvania. Model of Roman Temple, Roman House, Forum.

LATIN I

Proposita

Master a basic stock of high-frequency words (four hundred to five hundred).

Recognize grammatical structures and understand their functions and interrelationships.

Be able to read with understanding Latin selections used in the various first year textbooks.

Possess a survey knowledge of the places, personalities, culture, and civilization of ancient Rome.

Pronuntio

Since the purpose of language is to communicate accurately, correct pronunciation is a primary factor in all language study. The most natural way to learn the sounds of Latin is by imitation and repetition. The student should listen carefully to words accurately pronounced by the teacher and imitate him in repeating them.

Happily, Latin is a nearly phonetic language which does not confront the English-speaking student with many difficulties. To avoid confusion, variants in the Latin alphabet and pronunciation must be made clear. The Latin alphabet has no "j" or "w." Some texts use the "j" as a variant spelling of the Roman "i" consonant. The letter written as "v" is pronounced like the English "w." The Latin "c" and "g" are hard. In inscriptions the form "v" is used for the vowel "u." Fundamental rules of syllabication and accent should be presented as oral work necessities.

Effective aids in teaching Latin pronunciation are--

Tape recordings and records

Latin songs
"Gaudeamus Igitur"

Classroom expressions
Salvete, Discipuli; Salve, Magister (Magistra); Adsum
Gratias Ago, et cetera

Latin mottoes
Semper paratus
Veni, Vidi, Vici
Experientia Docet
E Pluribus Unum

The teacher may wish to point out some features of late Latin pronunciation--"c" equivalent to the English "ch," "v" as the English "v," the soft "g," the diphthong "ae" equivalent to the name of the English letter "a."

Vocabularium

The chosen textbook will provide the list of words which will form the vocabulary for Latin I.

Because the primary purpose of Latin vocabulary study is to read with ease, comprehension, and enjoyment, the teacher should avoid teaching words as abstract entities. Some imaginative and varied methods of teaching Latin words are--

oral-contextual
formation of compound words
categories of words
synonyms and antonyms
comparative vocabulary.

Monotony in the teaching of vocabulary must be avoided!

A meaningful way to teach new vocabulary and to reinforce previously learned words is a dialogue between the teacher and his class.

For the dialogue which follows, the only teaching aids necessary are--

a simple map or sketch of the Mediterranean area
See curriculum guide map pocket.

a pointer

an opaque projector

an imaginative use of facial expression and hands.

Dialogue

M: magister D: discipulus

M: In charta sunt Italia et Sicilia. Estne Italia paeninsula?

D: Ita. Italia est paeninsula.

M: Estne Italia magna?

D: Ita, Italia est magna.

M: Estne Sicilia paeninsula?

D: Minime, Sicilia non est paeninsula.

M: Sicilia non est paeninsula. Sicilia est insula. Nonest magna sed parva. Estne Italia parva?

D: Minime. Italia non est parva.

The following new words are introduced to the students:

charta	non
in	paeninsula
insula	parva
Italia	Sicilia
magna	

The following words were reviewed:

discipulus	ita	-ne
est	magister	sed
et	minime	sunt

This dialogue is an example of teaching vocabulary using an oral-contextual method.

The student's vocabulary will be greatly extended and enriched by a knowledge of the formation of compound words. They are constructed--

by combining simple words

agri-cola	un-de-viginti
trium-vir	male-dicere

by prefixing prepositions to verbs and adjectives

de-porto	per-territus
im-porto	re-porto
in-imicus	trans-porto

by adding suffixes to form nouns, adjectives, and verbs

audeo	aud-ax	audac-ia
oro	ora-tor	ora-tio
studeo	stud-ium	studi-osus
terreo	terr-or	terri-bilis

An effective method of vocabulary building is to group words in logical categories. Listed below are several examples:

verba de schola

charta	historia	respondere
cogitare	legere	scientia
cognoscere	lingua	scribere
creta	magister (tra)	tiro
discipulus (a)	mathematicae	verbum

verba de philosophia

amicitia	gravitas

amor	libertas
auctoritas	sapientia
diligentia	virtus
disciplina	

verba de re militari

arma	galea	legatus	pugnare
cohors	gladius	legio	scutum
dux	hasta	miles	testudo
expugnare	imperator	oppugnare	vincere

Other possible groupings are the home, the family, the body, and sports.

The student's vocabulary in Latin may be considerably expanded through identification of synonyms and antonyms.

synonyms

clam, secreto	levis, tener
filius, natus	porto, fero

antonyms

amor, odium	magnus, parvus
lente, celeriter	vivere, mori

Comparative vocabulary study is a different and interesting way to introduce new Latin words. It is appealing to all students, especially to the student who is interested in foreign languages, the student who does not use English as the primary language at home, and the student who is studying other languages in addition to Latin. It might also be mentioned that this kind of vocabulary study offers the student a concrete realization of historical development in a completely linguistic context. Examples follow:

Latin	Italian	Spanish	French	English
cantare	cantare	cantar	chanter	chant
facilis	facile	facil	facile	facile
mons	monte	montana	mont	mountain, mount
sentire	sentire	sentir	sentir	sense

There are a number of aids the teacher can use both to teach and to reinforce Latin vocabulary--

classroom Latin	models
filmstrips	movies
flash cards	pictures
games	

Linguae Structura

The goal in teaching language structure is the recognition and interpretation of forms used in reading, speaking, and writing. Grammar should be considered a tool for understanding Latin. A sound knowledge of Latin grammar implies that the student can recognize all possibilities for the use of a word as it is encountered. Linguistic study should be correlated with the reading materials and should be used in functional situations. Comparison and contrast with English is helpful in illustrating principles of language structure.

The following items of language structure are suggested for Latin I.

Forms

Nouns

All five declensions

All cases
- Nominative
- Genitive
- Dative
- Accusative
- Ablative

Pronouns
- Personal
- Demonstrative
- Intensive
- Interrogative
- Relative
- Reflexive

Adjectives

Regular adjectives of the first, second, and third declensions

- Declension
- Comparison
  - Regular
  - With superlative in -limus, -rimus
  - Declension of the comparative
- Irregular adjectives
  - Bonus
  - Malus
  - Magnus
  - Paravus
  - Multus
- Possessive, demonstrative, and intensive adjectives
- Numerals
  - Cardinal--unus to viginti, centum and mille
  - Ordinal--primus to decimus

Adverbs--formation and comparison of adverbs formed from regular and irregular adjectives

Verbs

All conjugations including io verbs of the third
All tenses of the indicative, active, and passive
Imperative active
All infinitives
All participles
Conjugation of sum, possum, and eo

Grammatical Structures

Nouns

Nominative
- Subject
- Predicate nominative

Genitive
- Possessive
- Partitive
- Descriptive
- With adjectives (cupidus, avidus, plenus, etc.)

Dative
- Indirect object
- With adjectives (amicus, gratus, similis, etc.)

Accusative
- Direct object
- Extent of time or space
- Object of preposition
- Subject of the infinitive

Ablative
- Means
- Separation
- Time when
- Manner
- Place where
- With certain prepositions (pro, sine, etc.)
- Place from which
- Accompaniment
- Agent
- Ablative absolute

Vocative--direct address

Locative--place in or at which with names of cities, towns, or small islands

Pronouns--agreement of the relative pronoun with the antecedent in gender and number

Adjectives
- As modifiers
- As substantives

Verbs

Indicative
- Independent clauses
- Dependent clauses

Infinitive
- Complementary
- As subject
- As object
- Indirect statement with all infinitives

Imperative

Participles—their tenses in relation to the time of the main verb in the ablative absolute construction

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Suggested Drill For Teaching A New Case

The purpose of learning grammatical structures and forms is to read Latin with facile understanding. The structured drill is an excellent way to introduce and to review structure and forms with a strong element of immediate student involvement.

The objective of the drill given below is to introduce in context the direct object use of the first declension accusative, singular and plural. The drill presupposes a knowledge of the words used, the nominative singular and plural, first declension; and the present tense, active voice, first conjugation. The exercise requires no books. On the chalkboard the teacher sketches the faces of a girl, a sailor, and a farmer in a triangular configuration. By pointing repeatedly to the sketches, the teacher associates his words with the faces as he says the following:

Puella amat.

Nauta amat.

Agricola amat.

The teacher introduces the direct object component with suitable intonation and gestures for actions.

Agricola puellam amat.

Nauta puellam amat.

Agricola et nauta puellam amant.

Puella nautam amat.

Puella agricolam non amat.

Agricola nautam non amat.

Nauta agricolam non amat.

The teacher now elicits responses from individual students.

Magister	Discipulus
Puella (points to girl and sailor) _____ _____.	Puella nautam amat.
Nauta (points to sailor and girl) _____ _____.	Nauta puellam amat.

Agricola (points to farmer and girl) _____ _____.	Agricola puellam amat.
Puella _____non amat.	Puella agricolam non amat.
Agricola _____non amat.	Agricola nautam non amat.
Nauta _____non amat.	Nauta agricolam non amat.
Agricola et nauta _____ _____.	Agricola et nauta puellam amant.

When the response indicates mastery, the accusative plural is introduced. The teacher sketches a new triangle with faces of three girls, three farmers, and three sailors.

Puellae nautas amant

Nautae puellas amant.

Agricolae puellas amant.

Puellae agricolas non amant.

Nautae agricolas non amant.

Agricolae nautas non amant.

Magister	Discipulus
Puellae _____ _____.	Puellae nautas amant.
Nautae _____ _____.	Nautas puellas amant.
Agricolae _____ _____.	Agricolae puellas amant.
Puellae _____ non amant.	Puellae agricolas non amant.
Nautae _____ non amant.	Nautas agricolas non amant.
Agricolae _____ non amant.	Agricolae nautas non amant.

Following the drill, the teacher should name the grammatical structure as the accusative case, explain its direct object use, and answer questions which may have arisen. The student is now ready to use this structure as it appears in the reading and writing exercises in the textbook.

Lectio

Understanding and enjoyment should be emphasized consistently in all reading activities. The learning of vocabulary, forms, and structures is primarily a preparation for reading.

A student must be taught how to read Latin. It must be made clear that the ending of a word, not its position, determines meaning, that word order in Latin is often a matter of style rather than of syntax as in English, and that the subject-verb-object (SVO) is the heart of the sentence.

A verbatim translation alone is not a particularly desirable means to ascertain reading comprehension. Translation is useful to render an idea of a strongly Roman flavor and/or construction into a meaningful English equivalent. The teacher must make it clear to his students that a sentence must make sense not only by itself but also in context. The question and answer technique both in English and Latin, discussion of content, and summarizing and paraphrasing offer varied methods of determining comprehension.

It is important to remember that a student derives a greater sense of academic accomplishment and personal satisfaction from reading material appropriate to his skills. Reading matter somewhat beyond the student's capabilities, which may be chosen because of exciting or different content, frequently produces unfortunate psychological and pedagogical results.

Reading Lesson Plan

The general aim is--

to develop in the student the ability to read Latin with understanding and enjoyment.

Specific aims are--

to teach the use of the ablative without a preposition

to enrich the student's Latin and English

to reinforce the student's knowledge of the future tense

to introduce the student to mythological characters and places and to discuss some of the basic concepts of the Greeks and Romans concerning the afterlife.

Instructional materials consist of--

Using Latin I, Scott Foresman and Company, 1961, page 102 and a chalkboard.

Background--

Write Regnum Mortuorum on chalkboard.

Ask the class for the meaning of the two words. (The students know the word regina; the word mortuorum is a workable cognate.)

Inform the class that this is the title of the next reading selection.

Tell the class that the Romans believed in an afterlife, that they had definite ideas about the experiences, persons, and places that a spirit encountered, that many of their beliefs about life after death are at wide variance with those of our own culture.

Reading--Omnis fabula in quattuor partes divisa est propter logicam et frequentationem verborum.

Prima Pars (lines 1-4) Teacher reads the Latin, asks the class to identify new words, and writes new words on chalkboard.

Vocabulary

initio--initium -i (recall initio page 26, cf. English initial)
bellis--bellum -i (cf. English belligerent)
pugnabant--pugno, pugnare (cf. English pugilist, pug)
occupare--occupo, occupare (cf. English occupy, occupant, French occuper)

post--(post meridiem)
annos--annus -i (cf. English manual, annuity)

Proper Nouns
Olympus--mountain in northern Greece, home of the gods
Titani--race of the giants

Introduce ablative without a preposition to express time when or within which.
initio
longis bellis

Questions to be answered in Latin are--
Ubi di habitabant?
Pugnabantne Titani cum deis?
Superveruntne Titani deos?

The class now reads the paragraph with the teacher.

Secunda Pars (lines 5-11) Teacher reads the Latin and follows the same procedure as in Prima Pars for vocabulary.

Vocabulary
mortuorum--mortuus-a-um (cf. English mortician, mortuary)
concilo--concilium-i (cf. English council)
regnum--regnum-i (cf. Latin regina, rex, regia, English reign)

Proper Nouns
Tartarus--a region of the lower world.
Pluto--king of the lower world
Orcus--the lower world

Review Forms
Future tense--habebo, eris, habitabunt, habebis
Vocative case--Neptune

Questions to be answered in English--After the victory what did Jupiter say to the gods and goddesses, to Neptune, to Pluto?

Tertia Pars (lines 12-16) Teacher reads the Latin.

Vocabulary
subterraneae--(sub and terra)
umbrae--Umbra-ae (cf. English umbrella)

Proper Noun
Cerebus--the three-headed watchdog of the underworld

Review of Forms
errant--distinguish from erant

Questions to be answered in Latin are--
Habitatne Pluto in regia pulchra?
Estne Cerebus deus?

Class now reads with the teacher.

Quarta Pars (lines 17-23) Teacher reads the Latin.

Vocabulary
navicula--navicula-ae (cf. Latin navigo, English navy)
ripas--ripa-ae (cf. English riparian)
sine--(cf. antonym cum)
pecunia--pecunia-ae (cf. English pecuniary)

Proper Nouns
Styx--River in the lower world
Charon--Ferryman in the underworld

Introduce ablative without a preposition to express means.
parva navicula

Questions to be answered in Latin are--
Estne silva Styx?
Cur Charon mortuos portare recusat?
Portabitne Charon mortuos sine pecunia?

Class reads the entire story in Latin.

Assignment--Tomorrow the class, as visitors to the underworld, will be asked to answer on paper in Latin several questions about experiences in the land of Pluto.

The Kingdom of the Dead*

Initiō dī in summō Olympō habitābant; Titāni in terrā habitābant. Titāni invidiōsi autem longīs bellīs pugnābant et Olympum occupāre temptābant. Dēnique post multōs annōs dī Olympī Titānōs superāvērunt.

Post victōriam Juppiter in conciliō deōrum et deārum dīxit, "Nōn jam Titānī terram habēbunt; sub terrā in Tartarō obscūrō semper habitābunt. Ego et terram et caelum habēbō."

Neptūnō Juppiter dīxit, "Tibi, Neptūne, rēgnum aquārum dabō; tū eris rēx fluviōrum et Ōceanī."

Deinde rēx deōrum dixit, "Tū, Plūtō, eris rēx Orcī obscūrī; tū rēgnum mortuōrum habēbis."

Itaque Plūtō est rēx regiōnis subterrāneae; in magnā rēgiā habitat, sed rēgia nōn est pulchra. Canis trīceps, Cerberus, prope jānuam rēgiae semper vigilat.

Circum rēgiam sunt silvae dēnsae; in silvis umbrae mirae errant. Rēgnum subterrāneum semper obscūrum est.

Circum Orcum est fluvius Styx, frīgidus et obscūrus. Deus Mercurius mortuōs ad ripās fluviī dūcit; parvā nāviculā nauta Charōn mortuōs trāns fluvium frīgidum portat.

Charōn mortuōs sine pecūniā portāre recūsat. Itaque mortuus qui pecūniam nōn habet prope rīpam fluviī per centum annōs errat. Denique post centum annōs Charōn miserās umbrās trāns fluvium portābit sine pecūniā.

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in sum´mō O lym´pō on top of Olympus * su pe rā vē´runt defeated, overcame * dix´it said * re gi ō´nis (gen. sing.) region, district * ca´nis tri´ceps (nom. sing.) three-headed dog * quī M. (nom. sing., pl.) who * cen´tum (indeclinable) a hundred

In Latin, as in English, some adjectives are used alone and stand for both noun and adjective. In this story, mortuōrum (of the dead), mortuōs (the dead), and mortuus (a dead man) are all adjectives used as nouns.

The letter x between two vowels is pronounced with the first vowel.

Cultus Romanus

The study of Roman culture is an inquiry into the ways a Roman lived.

The student is engaged in a study whose true subject is man. This man who is sought after defies easy analysis: he lived a long time ago—yet he lives today; he wrote, thought, and felt in a language much different from our own—yet his language supplies over half of our English words; his complex society crumbled fifteen hundred years ago—yet a poor understanding of his civilization obscures our own.

The most complete distillate of the Roman intellect is found in his literature. The teacher must remember that literature is not to be treated as an analytical, dictionary, grammar book exercise; but rather it must be taught as the expression of man's most profound ideas and most noble ideals. Literature without understanding of its human authorship is data—not literature.

The teaching of Roman culture is an integral part of every level of Latin instruction. The following are effective ways of teaching Roman life:

Select and further develop cultural topics which are presented in the textbook.

Take full advantage of cultural opportunities offered by modern movies, filmstrips, records, models, and other realia.

Use a bulletin board to present visually noteworthy features of Roman cultural achievement under discussion (e.g. the Baths of Caracalla) and to catalogue Rome's pertinence to our society (e.g. the classical terminology of the space flights) as presented in current newspapers and magazines.

The following outline is indicative of the cultural scope of Latin I.

Geography

Ancient Rome

The Seven Hills
- Aventine
- Caelian
- Capitoline
- Esquiline
- Palatine
- Quirinal
- Viminal

Famous landmarks
- Campus Martius
- Circus Maximus
- Colosseum
- Forum—the arches, Curia, Temple of Vesta
- Hadrian's Tomb
- Pantheon—the most complete extant example of ancient Roman architecture

Ancient Italy

Etruria--home of the Etruscans

Latium--the district around Rome

Ostia--the port of Rome

Cumae--the home of the Sibyl

Magna Graecia--the Greek colonies of southern Italy

Mediterranean World

Sicily, Sardinia, Corsica--Rome's first overseas acquisitions

Spain

Cisalpine Gaul--today's northern Italy

Achaia--the Roman province of Greece

Illyria--modern Yugoslavia

Africa--location of Carthage

Asia Minor--Turkey and the Near East

Egypt

History

Pre-history--origins of the Roman people

Monarchy 753 B.C.-509 B.C.--the seven kings

Romulus

Numa Pompilius--founder of the Roman religion

Tullus Hostilius

Ancus Martius

Tarquinius Priscus

Servius Tullius

Tarquinius Superbus

Republic 509 B.C.- 27 B.C.

Plebian struggle for civil rights

The Roman achievement of empire

Principate 27 B.C. - 476 A.D.--brief survey of Imperial Rome from its golden age (Augustus) to its destruction

Roman Life

Names

Praenomen Nomen Cognomen

The Family

Gens Familia Paterfamilias

The House

Vestibulum
Atrium
Tablinium
Peristylum
Triclinium

Education

Ludus
Paedogogus
Grammaticus
Tabella and Stilus

Dress

Bulla
Footwear
Hairdressing
Jewelry
Stola and Palla
Tunica and Toga

Meals

Jentaculum, prandium, cena, vesperna
Bread, olive oil, wine, fish, eggs, pork, oysters

Amusements and Entertainments

Public games and spectacles--chariot races, gladiatorial combat

Baths--important social and political nature

Theater--comedy, tragedy, and persona

Convivia--primary social function at Rome

Holidays--Saturnalia, Lupercalia

Religion

Origin of the world--Chaos, Nox, Titani

Olympian deities

Greek and Roman names

Symbols, sacred objects, domains e.g. Jupiter: thunderbolt, eagle, Olympus

Minor gods

Aeolus

Cupid

Fates
- Lachesis
- Atropos
- Clotho

Furies

Nymphs

Lares and Penates--Italian gods of the household and fields

Oracles
- Delphi
- Sibylla of Cumae

Occupations and Professions

Army
Farming
Law
Trade and Commerce

The Roman Legacy

Language--Romance languages, debt of English to Latin

Literature

Livy's History of Rome

Ovid's Metamorphoses

Virgil's Aeneid

Art--Fresco at Pompeii

Architecture

Arches
Baths
Colosseum
Pantheon

Engineering
- Aqueducts
- Roads

Sewers

Religion
- Church organization

Ecclesiastical garments

Law--terminology

Suggested Vocabulary List for Latin I

a, ab
absum
accendo
accipio
acer
acies
acriter
ad
adduco
adsum
adventus
aedificium
aequus
aestas
ager
ago (gratias agere)
agricola
altitudo
altus
amicitia
amicus
amitto
amo
animus (in animo habere)
annus
ante
antea
antiquus
appello, -are
approprinquo
apud
aqua
arbor
arma
ars
ascendo
atque (simul--atque)
ater
audio
augeo
aurum
aut
aut...aut
autem
auxilium
avis
avunculus
barbarus
bellum (bellum gerere)
bene
beneficium
benignus
bis
bonus
bos
brevis
calamitas
campus
canis
capio
captivus
caput
carus
castra
causa
cedo
celeriter
centum
certe
certus
circum
civis
civitas
clamo
clamor
clarus
classis
claudo
cognosco
cogo
collis
committo
condicio
conficio
confirmo
conicio
consilium
constituo
consuetudo
consul
contendo
convenio
convoco
copia
cornu
corpus
cotidie
cras
cum (prep.)
cupidus
cupio
cur
cura
curro
custos
de
dea
debeo
decem
decimus
defendo
deinde
deleo
deligo
demonstro
dens
depono
descendo
despero
deus
dexter
dico
dies
difficilis
difficultas
digitus
diligens
diligentia
dimitto
discedo
discipulus
disco
dissimilis
diu
divido
do
doceo
dolor
dominus
domus
donum
dubito
duco
duo
durus
dux
e, ex

educo
ego
enim
enuntio
eo (adv.) (verb)
eodem
epistula
eques
equitatus
equus
et
et...et
etiam
exemplum
exercitus
existimo
exitus
expono
expugno
exspecto
extra
fabula
facile
facilis
facio
factum
fama
felix
femina
fenestra
fidelis
filia
filius
finis
finitimus
flumen
fortis
fortiter
fortuna
forum
frater
frumentum
frustra
fuga
fugio
galea
gens
genus
gero
gladius
gloria
gratia
gratus
gravis
habeo
habito
hasta
hic (adj. and pron.)
hic (adv.)
hiems
hodie
homo
honor
hora
hortus
hostis
huc
iacio
iam (iam pridem)
ianua
ibi
idem
idoneus
igitur
ignis
ille
immortalis
impedimentum
impedio
imperator
imperium
impero
impetus
in
incendo
incipio
incola
incredibilis
inde
inimicus
initium
iniuria
inopia
instruo
insula
intellego
inter
interdiu
interficio
interim
invenio
ipse
ira
is
ita
itaque
iter (iter facere)
iterum
iubeo
ius
iuvenis
labor (n.)
laboro
laetus
lapis
latus (adj.)
laudo
lavo
legatus
legio
lego
levis
lex
liber (n.)
liber (adj.)
liberi
libero
lingua
littera
locus
longe
longus
ludo
ludus
luna
lux (prima luce)
magis
magister
magnitudo
magnopere
magnus
male
malus
maneo
manus
mare
maritimus
mater
maxime
maximus
medius
memoria (tenere)
mens
mensa
mensis
meridies

meus
miles
mille
minime
mirus
miser
mitto
modus
moneo
mons
monstrum
mors
moveo (castra movere)
mox
multitudo
multus
munio
murus
nam
narro
natura
nauta
navigo
navis
-ne
necessarius
negotium
nemo
neque (nec)
neque...neque
ne...quidem
nihil
nobilis
noceo
noli, nolite
nomen
non
nonus
noster
notus
novem
nox
numerus
numquam
nunc
nuntio
nuntius
ob
obtineo
occido
occupo
octavus
octo
oculus
officium
olim
omnis
oppidum
oppugno
optimus
ora
oraculum
oratio
ostendo
paene
par
paratus
paro
pars
parvus
passus (mille passus)
pater
patria
pauci
pax
pecunia
pello
per
perficio
periculum
perterreo
pervenio
pes
peto
plenus
poena
poeta
pono (castra ponere)
pons
populus
porta
porto
possum
post
postea
potestas
praemium
praesidium
premo
pretium
primus
princeps
pro
procedo
procul
proelium
prope
propero
propinquus
propter
provincia
proximus
puella
puer
pugna
pugno
pulcher
puto
quam
quartus
quattuor
-que
qui
quidam
quidem
quinque
quintus
quis
quo (adv.)
quod
quondam
quoque
quot
reddo
reduco
regina
regio
regnum
rego
relinquo
reliquus
remaneo
remitto
repello
res (res publica)
respondeo
rex
ripa
rogo
Roma
Romanus
sacer
saepe
sagitta
salus
satis
schola
scio
scribo

scutum
secundus
sed
sedeo
semper
senatus
sententia
sentio
septem
septimus
servitus
servo
servus
sex
sextus
si
sic
signum
silva
similis
sine
sinister
socius
sol
solus
soror
spatium
specto
spero
spes
statim
stella
sto
studium
sub
sbito
sui
sum
summus
super
supero
suscipio
sustineo
suus
tamen
tandem
tantus
tardus
telum
templum
tempto
tempus
teneo
terra
terreo
tertius
timeo
timidus
timor
toga
trado
traduco
traho
trans
tres
tu
tum
tutus
tuus
ubi
ullus
ulterior
ultimus
unda
unde
undique
unus
urbs
uxor
usque
valeo
validus
vasto
vehementer
vendo
venio
ventus
verbum
vero
verus
vesper
vester
via
victor
victoria
video
viginti
villa
vinco
vir
virtus
vis
vita
vito
vivo
vivus
voco
vox
vulnero
vulnus

LATIN II

Proposita

Review Latin I vocabulary and master additional four hundred to five hundred words found in the readings of Latin II.

Reinforce and expand grammatical forms learned in Latin I as well as study of new forms found in content of Latin II.

Continue study of grammatical structures and understanding of their functions and inter-relationships.

Introduce basic elements of literary criticism through the medium of Roman authors.

Expand the study of Roman culture horizontally and vertically.

Pronuntio

Vowel, diphthong, and consonant sounds and the principles of syllabification and accent should be reviewed at the beginning of the year. Correct habits of pronunciation may be reinforced by--

Latin songs
games, poems, jingles
dialogues based upon material from the text
tapes and records
dramatic selections from the year's reading material.

Vocabularium

A systematic review of the vocabulary acquired in the first year is essential. Daily vocabulary study should be carefully planned and every opportunity that arises should be utilized to make words meaningful. Methods used may be extensions of those employed in Latin I with added emphasis upon Latin idioms, common Latin expressions in English, and principles relating to the formation of Latin words.

Linguae Structura

The following items of language structure are suggested for latin II.

Forms

Nouns

Review all cases of the five declensions.

Declensions of irregular nouns

Domus	Vis
Mille	Bos

Pronouns

Review personal, demonstrative, intensive, interrogative, relative, and reflexive pronouns.

Declension of the emphatic pronouns

Idem	Iste

Declension of the indefinite pronouns

Aliquis	Quidam	Quisque

Adjectives

Review declensions and comparison.

Declension of irregular adjectives

Alius	Unus
Nullus	Alter
Solus	Neuter
Totus	Uter
Ullus	Uterque

Verbs

Reveiw regular verbs of all conjugations in the indicative and imperative.

Review infinitives and participles of the four conjugations.

Review the conjugations of sum, possum, and eō.

Deponent and semi-deponent verbs of all conjugations

Irregular verbs

Volo and compounds nolo and malo

Fio

Fero

Defective verbs

Coepi Memini Odi

Subjunctive mood in all tenses active and passive

Contracted forms

Perfect system (oppugnaverunt = oppugnarunt)

Present passive (portaris = portare)

Gerunds and gerundives

Supines in u and um

Grammatical Structures

Nouns--review of first year structures

Genitive

Description--compare with ablative of description

Measure

Dative

With compound verbs (prefixes ante, ob, prae, sub)

Agent--with gerundive and sum

Purpose

Reference

Possession

With special verbs

Accusative

Subject of infinitive

Two accusatives

Exclamation

Ablative

Ablative absolute--review

With deponent verbs

Degree of difference

Specification

Description

Verbs

Infinitive--review with emphasis on the indirect statement

Indicative

Independent clause

Dependent clause
- Relative
- Temporal
- Substantive with quod
- Concessive with quamquam, etsi
- Causal with quod, quia, quoniam

Subjunctive

Independent clause
- Volitive
- Negative command

Subordinate clause--n.b. sequence of tenses
- Purpose
- Result
- Indirect question
- Cum clauses--causal, concessive, and descriptive

Gerund and Gerundive

Purpose--ad and accusative, genitive and causa

Gerundive with sum to express obligation or necessity

Lectio

During the second year students must come to realize that Latin literature does not consist merely of war and histories of war. It is important, both for the student for whom Latin II is terminal and for the student who is going to study Latin III, to realize that Latin literature offers a dazzling variety of subjects.

The text used by the teacher will, for the most part, influence the reading program for Latin II. Selections from the suggested readings listed below, however, will broaden the experiences of the student with Latin literature and will offer opportunities to introduce him to the basic elements of literary criticism.

Suggested Readings

Caesar--De Bello Gallico

- Book 1--The Helvetian campaign
- Book 2--The war with the Belgians
- Book 3--Description of the Germans, the first invasion of Britain
- Book 5--Customs of the Britons
- Book 6--Customs of the Gauls and Germans, the Hercynian forest
- Book 7--Vercingetorix, fall of Alesia

Caesar--De Bello Civili--Book 3-The battles of Dyrrachium and Pharsalus

Ovid--Metamorphoses

- Deucalion and Pyrrha
- Daedalus and Icarus
- Atalanta's Race
- Pyramus and Thisbe
- Philemon and Baucis
- King Midas
- Orpheus and Eurydice
- Echo and Narcissus

Livy--Ab Urbe Condita

- Selections from Books 1-5 dealing with the early kings
- Selections from Books 21-45 dealing with the Second Punic War
- Selections from Books 103-116 dealing with Caesar's last years

Pliny--Litterae

The Eruption of Vesuvius — The Boy and the Dolphin

The Haunted House — Pliny the Hunter

Catullus

"Lugete, O Veneres Cupidinesque...."

"Vivamus, mea Lesbia, atque amemus...."

"Dianae sumus in fide...."

"Nulli se dicit mulier mea nubere malle...."

"Odi et amo. Quare id faciam fortasse requiris...."

"Let us live, my Lesbia, and let us love...."

The Sparrow — A Woman's Promise

Hymn to Diana — I Hate and Love

Cicero

Selections from De Amicitia, De Senectute and De Officiis

Horace

"O Fons Bandusiae, splendidior vitro,...."

"Exegi monumentum aere perennius...."

"Integer vitae scelerisque purus...."

"I have erected a monument...."

The Spring of Bandusia

Integer Vitae

Martial

"Cur non mitto...." — "In-scripsit tumulis...."

"Non amo te, Sabide...." — "Quem recitas meus...."

Petronius

The Apples of Martia — The Floating Island

Fire in Snow

Plautus--Selections from the Aulularia, Miles Gloriosus

Vergil--Selections from the Aeneid

The Bible

David and Goliath Moses and the Red Sea The Psalms

Carmina Burana

"Ecce gratum...." "In taberna...." "Iste mundus...."

Medieval Hymns

Dies Irae Stabat Mater

Gesta Romanorum

The Emperor Theodosius and His Three Daughters

The Hanging Tree

The Three Caskets

Modern Latin (use opaque projector)

Selections from Pacem in Terris

John F. Kennedy's letter to the girls of the Dalton School

Selections from Winnie Ille Pu

Selections from Alicia In Terra Mirabili

Cultus Romanus

The Republic

Classes of Roman Society

Plebeian order | Equestrian order | Senatorial order

Structure of Roman Government

Senate

Assemblies

Cursus Honorum

Quaestor	Praetor
Aedile	Consul

Officials

Tribune	Proconsul
Censor	Propraetor
Dictator	

Famous Men

Cincinnatus	Marius
Cato the Elder	Sulla
Scipio Africanus	Cicero
The Gracchi	Pompey

Problems of Colonial Rule

The Civil War

Caesar--De Bello Gallico

Gaius Julius Caesar--100-44 B.C.

The youth	The orator
The man	The dictator
The military leader	The writer

Caesar's army

Commissioned officers

Dux	Tribuni
Legati	Militum

Non-commissioned officers

- Centurio
- Primipilus
- Decurio

Fighting forces

- Pedites
- Equites
- Auxilia

Equipment

Caligae	Lorica
Funda	Pilium
Galea	Sagum
Gladius	Scutum

The camp

Fossa	Viae
Vallum	Portae

The march

Primum Agmen	Impedimenta
Agmen	Magnum iter
Novissimum agmen	

The battle

Acies	Aries
Acies triplex	Agger
Testudo	

Other Roman officers

Quintus Cicero	Lucius Vorenus
Titus Labienus	Lucius Cotta

Geography of Gaul

Cisalpine Gaul--Aquileia

Transalpine Gaul

- Genava
- Massilia

Gallia

Helvetia	Bibracte
Lacus Lemannus	Vesontio
Jura Mons	

Aquitania

Belgium

Rivers

Arar	Matrona
Axona	Rhenus
Garumna	Rhodanus
Liger	Sequana

Non-Roman Leaders

Ariovistus	Dumnorix
Casticus	Orgetorix
Diviciacus	Vercingetorix

Caesar--De Bello Civili

Background

The first triumvirate

Caesar's recall

Caesar crossing the Rubicon

Caesar's occupation of Gaul

Pompey's flight to Greece, formation of army in the East

Caesar's provisional government in Rome

Surrender of Pompey's forces at Ilerda in Spain

Caesar elected Consul 48 B.C.

Campaign for Dyrrachium

Pursuit of Pompey

Blockade of Pompey at Dyrrachium

Pompey's breakthrough and escape with heavy losses to Caesar's forces

Pompey's failure to take initiative to end war

Pharsalus

Caesar's move southeast into Thessaly

Wait for Pompey at Pharsalus

Rout of Pompey's forces

Pompey's flight to Egypt and death

People and Places

Caesarians

Q. Tillius	Crastinus
Marcus Antonius	Cn. Domitius
Valerius Flaccus	Legio Nona
Marcellinus	

Pompeians

Pompey
Titus Labienus--formerly with Caesar
Titus Puleio
Egus--Gallic deserter to Pompey
Roucillus--Gallic deserter to Pompey

Places

Dyrrachium--town near Illyria
Petra--town near Dyrrachium
Corcyra--island off western coast of Greece
Appollonia--town in Illyria
Genusus--river in Illyria
Thessaly--region in northeastern Greece
Gomphi--town in Thessaly
Larisa--town in Thessaly

Caesar's appointment as Dictator

Ovid--Metamorphoses

Publius Ovidius Naso--43 B.C.-17 A.D.

Birth in Sulmo

Study of law in Rome

Enjoyment of wealth and fashion at the court of Augustus

Banishment to Tomi 8 A.D.

Temperament

Aesthetic Bon vivant Witty

Other literary works

Heroides--imaginary letters of ancient heroines to their lovers or friends

Amores--love poems, frivolous in nature with keen insight into feminine psychology

Ars Amatoria--guide for lovers

Fasti--calendar of the Roman year in elegiac verse

Medea--non-extant tragedy

Tristia--poems of grief over exile

Ex Ponto--letters from exile

Metamorphoses--a series of mythological poems linked by the element of transformation of beings

Versification (study of metrical structure) dactylic hexameter

Rhythm is dependent upon recurrence and grouping of long and short syllables (not upon accent as in English).

A long syllable contains a long vowel, diphthong, or short vowel followed by two consonants (stop consonants b, p, d, t, c, k, g, ch, ph, th, followed by l or r renders a syllable long or short).

Elision is the loss of a final syllable when a word ending in a vowel or m is followed by a word beginning with a vowel or h.

Scheme for dactylic hexameter is – ⏑⏑ / – ⏑⏑ / – ⏑⏑ / – ⏑⏑ / – ⏑⏑ / – –

Daedalus/intere/ā Crē/tēn long/gumque per/ ōsus

Literary characteristics

Imagination	Dramatic quality
Love of nature	Compassion
Fluency of versification	Intuitiveness

Influence on development of literature and art second only to Vergil and Horace

Chaucer's Legend of Good Women
Shakespeare's Midsummer Night's Dream
Spenser's Faerie Queene
Hawthorne's A Wonder Book

Livy--Ab Urbe Condita

Titus Livius--59 B.C.-17 A.D.

Birth in Padua

Start of his history at the age of thirty

Completion of 142 books (35 extant) over forty year span

Personification of the patriot writing history

Conception of history

Preservation of the great deeds of the Roman people

Teaching by examples what is worthy of imitation and what is to be avoided

Literary characteristics

Reliance upon historians contemporary with the events rather than upon later critical evaluations

Attempt to tell the truth and avoid rumor, yet use of sources of doubtful accuracy

First ten books a combination of history and legend

Immersion in the past with sympathy and imagination

Pliny--Litterae

Gaius Plinius Caecilius Secundus 62 A.D.--before 114 A.D.

Birth in Como, Lombardy during the reign of Nero

Adoption by his uncle, Pliny the Elder

Writings during the reigns of Nerva and Trajan

Literary characteristics

Gracious and varied picture of his society

Love of nature, especially the solitary aspects

Demonstration of sympathetic understanding of human problems

Influence on Western literature

Impetus to the development of the literary letter

A widely used source for the social life of the Silver Age

A Suggested Six-Day Lesson Plan

A consecutively presented six-day lesson plan appears below, in which the classic teaching techniques of motivation, presentation, participation, and evaluation are employed. In order to appreciate fully the political, military, linguistic, and historical impact of Caesar in his own time and upon ours, effective use should be made of a number of audiovisual aids; and a variety of teaching approaches are suggested, including lecture, discussion, and demonstration, designed to involve the students in a meaningful and stimulating manner.

Indispensable to the success of any teaching unit, however meticulously planned, is the manner in which the material is presented. The chief element for the design of a good lesson must be the enthusiasm and the dynamic and flexible approach of the imaginative teacher. Ability to present material in a challenging manner and the ability to involve students of diverse interests in an exciting intellectual experience transcend the importance of even the most dramatic material or the most sophisticated equipment.

Indeed, it is not an overstatement to say that the vitality and excitement of Latin may be minimized and may be even seriously impaired if a teacher does not employ those elements of "showmanship" which most appeal to the modern adolescent.

The lesson plan has been designed for Latin students achieving at grade expectancy in reading, in relation to their grade placement. Consequently, the teacher will find it necessary to modify the materials to meet the individual needs of students whose reading achievement is above or below their grade placement.

This sequential lesson plan covers introductory background material and the first twenty-five lines of Julius Caesar's De Bello Gallico.

Gallia est omnis dīvīsa in partēs trēs, quārum ūnam incolunt Belgae, aliam Aquītānī, tertiam quī ipsōrum linguā Celtae, nostrā Gallī appellantur. Hī omnēs linguā, institūtīs, lēgibus inter sē differunt. Gallōs ab Aquītānīs Garunna flūmen, ā Belgīs Matrona et Sēquana dīvidit.

Hōrum omnium fortissimī sunt Belgae, propterea quod ā cultū atque hūmānitāte prōvinciae longissimē absunt; minimēque ad eōs mercātōrēs saepe commeant atque ea quae ad effēminandōs animōs pertinent important; proximīque sunt Germānīs, quī trāns Rhēnum incolunt, quibuscum continenter bellum gerunt.

Quā dē causā Helvētiī quoque reliquōs Gallōs virtūte praecēdunt, quod ferē cotīdiānīs proeliīs cum Germānīs contendunt, cum aut suīs fīnibus eōs prohibent, aut ipsī in eōrum fīnibus bellum gerunt.

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Eōrum ūna pars, quam Gallōs obtinēre dictum est, initium capit ā flūmine Rhodanō; continētur Garunnā flūmine, Oceanō, fīnibus Belgārum; attingit etiam ab Sēquanīs et Helvētiis flūmen Rhēnum; vergit ad septentriōnēs.

Belgae ab extrēmīs Galliae fīnibus oriuntur; pertinent ad inferiōrem partem flūminis Rhēnī; spectant in septentriōnēs et orientem sōlem.

Aquītānia a Garunnā flūmine ad Pyrēnaeōs montēs et eam partem Oceanī quae est ad Hispāniam pertinet; spectat inter occāsum sōlis et septentriōnēs.

The goals for these six days are the following:

Acquaint the students with the important facts of Julius Caesar's life and his historical significance.

Afford the students a working knowledge of Roman politics as well as an overview of the European world in the time of Caesar.

Discuss the influence and relevance of Caesar's accomplishments upon subsequent western civilization.

Show the face of Caesar's Europe and demonstrate the importance of geography upon socio-political development.

Explain the organization and function of the Roman military machine and relate it to the modern American army.

Introduce Caesar's literary style through a reading of the first lines of the De Bello Gallico and initiate a critical appraisal of the text.

The materials to be used are--

textbook

chalkboard

overhead, opaque, filmstrip projectors

notebooks (student note-taking under teacher direction)

bulletin boards (materials relating to Caesar)

maps ("Caesar"s Gaul" Denoyer-Geppert)

models (Roman weapons and soldiers)

filmstrip (The Roman Army--Educational Audio Visual, Inc.)

record player

recordings (Respighi's Pines of Rome or the march music from the film Spartacus).

The activities for the first day are as follows:

Show the students an impressive representation of Caesar (a painting, figure, or transparency).

Intone dramatically the name Gaius Julius Caesar in order to create the proper atmosphere.

Explain briefly Caesar's role as general, statesman, and world leader.

Ascertain by discussion any background knowledge of Caesar the class may possess.

Assign a review of Caesar's life from the notes taken in class.

The activities for the second day are as follows:

Write the word "politics" on the board, explain it etymologically, and indicate its long, changeless nature, e.g., the presence of liberals and conservatives in ancient Rome.

Summarize the Roman political scene during the first century B.C.

Relate Rome to Gaul and Germany geographically, politically, and socially.

Project a transparency of Caesar's Europe with an overlay of contemporary Europe in order to compare and contrast ancient and modern boundaries. See the curriculum guide map supplement.

Demonstrate the continuum of certain European political and ethnic problems, e.g., the dispute between Gaul and Teuton over the riches of the Rhine valley.

Assign an essay based on the thought question, "How would you be affected today if the Germans, rather than the Romans, had conquered Gaul." (The purpose of assigning this exercise is primarily to gauge depth of understanding; it need not be graded formally.)

The activities for the third day are as follows:

Collect the written assignment.

Display models and implements of Roman warfare.

Draw on the board a scheme of the organization of the legio, equites, and auxilia with a discussion of the personnel employed at each level, and point out the American military equivalents. See Latin for Americans, Book II.

Show the filmstrip The Roman Army and narrate it with appropriate commentary.

Assign a review of all notes taken thus far.

Play the recording of Respighi's Pines of Rome or the march music from Spartacus.

The activities for the fourth day are as follows:

Begin the sight reading of Caesar and reinforce and extend the geographical data studied previously.

Initiate a critical appraisal of the text and develop an appreciation of the scope and subtleties of Caesar's mind, e.g., the reference to Roman character contained in the phrase "...ad effeminandos animos...."

Assign the preparation of the remaining lines of Caesar's description of Gaul and its people.

The activities for the fifth day are as follows:

Complete the assigned reading.

Begin a general review of all material covered from the first day, initiated and moderated by the teacher, as an oral preparation for a written quiz to follow at the next class meeting.

The activities for the sixth day are as follows:

Give a short written quiz.

Discuss and return the essay submitted on the third day. **

Other techniques which may be employed to advantage in the lesson plan are the following:

Use Latin as a direct means of communication in class, e.g., in directions, descriptions, lectures, and summations.

**This essay may serve as a continuous exercise which the student may expand as his knowledge and understandings of our Roman heritage become apparent through experience with Caesar as a primary historical source. Near the end of the study of the De Bello Gallico, the essay may be rewritten in order to reveal the increased insights the student has attained.

Read orally in Latin the De Bello Gallico both on an individual and class basis.

Direct the students to draw their own reference maps of Caesar's Gaul and develop map detail as the reading of the text progresses.

Employ the text as a means of reviewing and introducing grammatical constructions so that the technical comprehension of Latin is not neglected, e.g., lingua, institutis, legibus.

Assign for memorization the first two sentences.

Teacher's Reading List for Latin I and II

Word Study

Bodmer, F. The Loom of Language. New York: W. W. Norton & Co., Inc., 1944.

Brown, Robert. Modern Latin Conversation. Lexington, Mass.: D. C. Heath, 1943.

Burriss, Eli E., and Casson, Lionel. Latin and Greek in Current Use. 2d ed. Englewood Cliff, N. J.: Prentice-Hall, Inc., 1945.

Levine, et al. Latin Dictionary. Chicago: Follett Publishing Co., 1967.

Pei, Mario. The Story of Language. Philadelphia: J. B. Lippincott Co., 1949.

Wedeck, Henry E. Short Dictionary of Classical Word Origins. New York: Dover Publications, Inc., 1960.

The Life and Culture of the Greeks

Asemov, Isaac. The Greeks: A Great Adventure. Boston: Houghton Mifflin Co., 1965.

Bowia, C. M. Classical Greece. The Great Ages of Man Series. New York: Time-Life Books, a division of Time, Inc., 1965.

Bury, J. B. History of Greece. 3d ed. New York: Macmillan Co., 1951.

Cary, M. The Geographic Background of Greek and Roman History. New York: Oxford University Press, Inc., 1949.

Quennell, Marjorie, and Charles H. Everyday Things in Ancient Greece. New York: G. P. Putnam's Sons, 1960.

Seltman, Charles. A Book of Greek Coins. Baltimore: Penguin Books, Inc., 1952.

The Life and Culture of the Romans

Barrow, Reginald H. The Romans. Baltimore: Penguin Books, Inc., 1949.

Carcopino, Jerome. Daily Life in Ancient Rome. New Haven, Conn.: Yale University Press, 1940.

Davis, William S. A Day in Old Rome. New York: Biblo & Tannen Booksellers and Publishers, Inc., 1959.

Hamilton, Edith. The Roman Way. New York: Mentor, 1932.

Johnston, Mary. Roman Life. Glenview, Ill. Scott Foresman & Co., 1957. 1957.

McKendrick, Paul. The Mute Stones Speak. New York: St. Martin's Press, Inc., 1960.

Treble, H. A., and King, K. M. Everyday Life in Rome at the Time of Caesar and Cicero. New York: Oxford University Press, Inc., 1930.

Mythology

Bulfinch, Thomas. Bulfinch's Mythology. rev. ed. New York: Thomas Y. Crowell Co., 1962.

Graves, Robert. Greek Gods and Heroes. New York: Dell Publishing Co., Inc., n.d.

Hamilton, Edith. Mythology. New York: Mentor paperback, 1942.

Larousse. Encyclopedia of Mythology. New York: Prometheus Press, 1959.

Historical Fiction

Anderson, P. L. Swords in the North. New York: Appleton-Century-Crofts, 1935.

Bentley, Phyllis. Freedom Farewell. New York: Macmillan Co., 1936.

Bryher, Winifred. Roman Wall. New York: Pantheon Books, Inc., 1954.

Bulwer-Lytton, Sir Edward. The Last Days of Pompeii. New York: E. P. Dutton and Co., Inc., n.d.

Coles, Manning. Great Caesar's Ghost. New York: Doubleday and Co., Inc., 1948.

Costain, Thomas. Silver Chalice. New York: Pocket Books, Inc., 1954.

DeWohl, Louis. Living Wood. New York: Popular Library, Inc., 1947.

Douglas, Lloyd. Big Fisherman. New York: Pocket Books, Inc., 1959.

_____. The Robe. New York: Pocket Books, Inc., 1942.

Duggan, Alfred. Children of the Wolf. New York: Ace Publishing Corp., n.d.

Fast, Howard. Spartacus. New York: Bantam Books, Inc., n.d.

Ingles, James Wesley. Test of Valor: A Story of the Ancient Olympic Games. New York: Grosset & Dunlap, Inc., n.d.

Kipling, Rudyard. Puck of Pooh's Hill. New York: St. Martin's Press, Inc., n.d.

Koestler, Arthur. Gladiators. New York: Bantam Books, Inc., 1967.

Sienkiewicz, Henryk. Quo Vadis. Boston: Little, Brown & Co., 1943.

Wallace, Lew. Ben Hur. Scholastic Book Service. (6th grade level)

Wallace, Lew. Ben Hur. New York: Harper and Row Publishers, 1928.

Waltari, Mika. Etruscan. New York: Pocket Books, Inc., 1966.

Wells, R. F. With Caesar's Legions. Boston: Lothrop, Lee, & Shephard Co., Inc., 1926.

White, Edward L. The Unwilling Vestal. New York: E. P. Dutton and Co., Inc., 1941.

Wilder, Thornton. The Ides of March. New York: Harper & Row Publishers, 1948.

Williamson, Joanne S. Eagles Have Flown. New York: Alfred A. Knopf, Inc., 1957.

Atlas

Historical Atlas of the World. Skokie, Ill.: Rand McNally & Co., 1961.

LATIN III

Propositа

Review Latin I and II vocabulary and master the vocabulary found in the authors read in Latin III.

Review forms and grammatical structures learned in Latin I and II and introduce the forms and structures peculiar to Latin III.

Continue to work toward a mastery of reading and interpreting original works of Latin authors.

Analyze the effects of Roman literary style upon the sensitivities of the reader.

Develop an increasing awareness through the literate words of the Romans themselves that the first and twentieth centuries are two periods of one culture.

Pronuntio

Latin literature is best heard, not read silently. Continued emphasis on accurate habits of pronunciation and consistent oral practice are necessary to appreciate Latin literature most authentically.

Proficiency in phrasing and intonation is requisite for the effective reading of classical authors studied in the third year of Latin. The student should be able to interpret the author's style through fluent oral reading. Literary devices employed by the author are understood best through expressive oral delivery.

When a class is reading a passage from one of Cicero's orations, for example, a dramatic situation may be created by having the entire group participate as the senate, while one student interprets passages from Cicero and another postures as Cataline. Instructional tapes and records can be used to help the students with oral expression.

Vocabularium

Vocabulary study at this level is crucial; an enormity of new words with specialized meanings will confront the third year students. Flash cards, made by the students with Latin words or phrases on one side and their English equivalents on the other, may be used for an intensive drill at the beginning or end of the period, as well as for ready reference in the study hall or at home.

Semantics may be introduced at this level to show changes of meaning as

the Latin language grew and the subsequent transfer of meaning to English derivatives. An example would be the word pecunia, meaning money, which is derived from pecus, meaning cattle. An English derivative from the original Latin word pecus is pecuniary.

By employing common Latin prefixes and suffixes learned in Latin I and II, the student can arrive at the meanings of new words, both Latin and English. Prefixes and suffixes should continue to be stressed in conjunction with vocabulary at this level. By using varied examples the nature of assimilation can be taught quickly and effectively. The following is a list of prefixes and suffixes to be taught in Latin III.

Prefixes

ambi	intro	se
ante	male	semi
bene	multi	sub
bi	post	super
contra	praeter	tri
extra	quadri	ultra
intra	retro	un (uni)

Suffixes

bilis, ilis	ium	sco
culum	mentum	to
ellus	olus	tura
idus	osus	

Linguae Structura

The following items of language structure are suggested for Latin III.

Forms

Nouns

Review all cases of the five declensions, especially the locative and vocative.

Review the declensions of irregular nouns domus, vis, nemo.

Verbs

Review the active and passive voices.

Review the imperative of deponent and semi-deponent verbs.

Review gerundive with sum (periphrastic conjugation).

Grammatical Structures

Nouns

Genitive
- Objective
- Subjective
- Of indefinite value
- With verbs of remembering and forgetting, of accusing and condemning
- With adjectives--similis, dissimilis, proprius

Accusative of exclamation

Ablative with certain adjectives

Locative

Verbs in the Subjunctive

Main Clauses
- Hortatory
- Jussive
- Deliberative
- Optative
- Potential

Subordinate Clauses
- Anticipatory
- After verbs of fearing
- After expressions of doubt
- Conditional
  - Future less vivid
  - Contrary to fact

Negative Commands (noli, nolite with infinitive)

Periphrastic constructions

Lectio

The third year of Latin should be an anthology with Cicero as an integral part. Suggested below is a wide variety of readings which are not to be considered all-inclusive. It is recommended that the teacher decide which readings are most appropriate for his class.

Sallust's Bellum Catilinae can serve as an excellent introduction to Cicero's Catilinarian orations. This reading will also serve as a review of Latin I and II syntax and vocabulary.

Cicero
- In Catilinam, I-IV Partēs Selectae
- Pro Sexto Roscio Amerino
- In Gaium Verrem
- Pro Aulo Licinio Archia
- In Marcum Antonium (Orationes Philippicae XIV)
- Pro Lege Manilia
- De Amicitia
- De Senectute

Sallust
Bellum Catilinae (Partēs Selectae)

Ovid
Metamorphoses
Fasti
Tristia

Early Roman Literature

Plautus
Menaechmi
Captivi

Terence
Adelphi
Phormio
Heavtontimorumenus

The Golden Age

Catullus
Carmina

Propertius
Elegi

Horace
Carmina

Tibullus
Elegi

Vergil
Aeneidos (Selections from books VII - XII are particularly rewarding.)

Cicero
De Amicitia
De Senectute
Epistulae Selectae

Pro Lege Manilia
Tusculanae Disputationes

The Silver Age

Juvenal
Saturae

Seneca
Epistulae Morales

Martial
Epigrammaton Libri XIV

Suetonius
De Viris Illustribus

Pliny
Epistulae

The Late Empire

Augustine
Confessions

Jerome
Biblia Vulgata

Medieval Works

Carmina Burana

Carmina Christiana

Renaissance and Post-Renaissance Works

Erasmus
- Colloquia
- Epistulae

Aeneas Silvius
- Commentarii

Petrarch
- Epistulae

Francis Bacon
- Novum Organum

John F. Kennedy
- Inaugural Address (Latin version)

Pope John XXIII
- Pacem in Terris
- Veterum Sapientae

Cultus Romanus

The third year Latin student has reached a particularly rewarding point in his classical studies. He has attained a mastery of the Latin language comprehensive enough to enable him to encounter and to evaluate, first-hand, important Latin writings.

Since language offers the most intimate and authentic means to study another culture and since the ultimate purpose of Latin study is cultural, the student must be given every opportunity to spend his third year in Latin guided by the principle that, for him, it is not sufficient to study what others have said about the Romans, but to study what the Romans have said about themselves and that his working knowledge of the Latin language affords the key to Roman culture through the people that made it and lived it.

The cultural outline following is meant to indicate areas of possible interest and is not to be considered an exhaustive or all-inclusive survey of the cultural materials of Latin III.

The Roman Republic

Review the three orders of society.

Review the offices of the Cursus Honorum.

Structure of Roman Government

The Senate

Senes	Senatus consultum
Patres conscripti	Senatus consultum ultimum

The popular assemblies

Comitia centuriata	Plebiscita
Comitia tributa	Contiones

The state religion

- Pontifices--Pontifex Maximus
- Augures
- Fetiales
- Flamines
- Vestales Virgines, Haruspices, quindecimviri sacris faciundis, fratres arvales, salii

The Roman Calendar

During Cicero's lifetime the Roman Calendar consisted of these months--Januarius, Februarius, Martius, Aprilis, Maius, Junius, Quintilis, Sextilis (after 45 B.C. Julius, Augustus) September, October, November, December.

The Month and the Day

The Romans counted the days backwards from three fixed points in the month.

Kalendae--the first day of the month

Nonae--the fifth of every month except March, May, July, and October; in these months on the seventh.

Idus--the thirteenth of every month except March, May, July, October; in these months the fifteenth.

Pridie--the day before each date

The Day and the Night

The day (from sunrise to sunset) was divided into twelve hours (horae) of varying length depending upon the season of the year.

The night (from sunset to sunrise) was divided into four parts (vigiliae) of equal length.

Oratory in Cicero's Day

In ancient times the immense power wielded today through the mass media belonged to the orator. Oratory came to be a distict literary type with its own traditions, laws of structure, and principles of composition.

History of Oratory

Athens was the home of the first great orators.
- Themistocles
- Pericles

Sicily, 5th century B.C., treated oratory as an art under the name of rhetoric.
- Gorgias was a great teacher.
- The Sophists emphasized accurate, finely worded language.

Golden Age of Greek Oratory, 4th century B.C.
- Demosthenes is an outstanding example.
- Attic style was replaced by Asiatic after 322 B.C.

Roman Oratory, practiced from early times, flourished from 201 B.C.-14 A.D.
- Early period--201 B.C.-131 B.C.
  - Cato the Censor was an unpolished but effective orator.
- Second period--130 B.C.-40 B.C.
  - Study of Greek oratory began.
  - Greek teachers of rhetoric were common in Rome.
- Third period--39 B.C.-14 A.D.
  - Rhetoric took Greek models as standard of excellence.
  - Hortensius followed Asiatic style.
  - Cicero preferred Attic combined with Asiatic.

Styles of Oratory

Asiatic--artificial, elaborate, emotional

Attic--clean, direct, forceful

Rhodian--combination of Asiatic and Attic favored by Cicero

Types of Orations

Judicial--before a court of law in civil and criminal cases, either in defense or prosecution, e.g., *In Verrem*

Deliberative--to the people concerned with subjects of public interest, e.g., *Pro Lege Manilia*

Demonstrative--to praise or censure some individual, e.g., *In Catilinam I*

Divisions of an Oration

Exordium--introduction to win the favorable attention of the audience
- Principium--opening remarks
- Insinuatio--language used skillfully to remove prejudices and to put the audience in a receptive mood

Narratio--summary of facts leading up to the point at issue

Partitio--outline of the proposed treatment of the point to be proved

Confirmatio--an affirmative argument setting forth the points on the speaker's side of the case

Refutatio--a rebuttal refuting the arguments on the opposite side

Peroratio--an impressive close, often in three parts
- Enumeratio--a brief recaptitulation of the speaker's points
- Indignatio--an outburst of anger or some other emotion to arouse the audience against the opposition
- Conquestio--in appeal to the symmathy of the audience

Stylistic Devices

Figures of speech
- alliteration
- anaphora
- chiasmus
- hyperbole
- irony
- metaphor
- metonymy
- praeteritio
- simile
- synecdoche

Features of style
- transitional devices
- balanced phrases
- repetition
- invective
- emphatic word order

Qualities Essential in an Orator (from Cicero's De Oratore)

Inventio--careful accumulation of facts

Dispositio--skillful arrangement of the facts

Elocutio--expression of these arguments in highly polished language

Memoria--accurate retention of facts to prevent lapses in delivery

Actio--effective delivery

Outline of Cicero's Life

January 3, 106 B.C. - Born near Arpinum

90 B.C. - Assumes toga virilis. In army under Pompey Sr. Study with Philo, Molo

81 B.C. - First speech, Pro Quinctio

80 B.C. - Pro Roscio

79 B.C. - Study in Greece and travel in the East

77 B.C. - Married Terentia

76 B.C. - Tullia born

75 B.C. - Quaestor in Sicily

74 B.C. - Admitted to the Senate

70 B.C. - Prosecution of Verres

69 B.C. - Aedile

68 B.C. - First extant letter

66 B.C. - Son Marcus born

66 B.C. - Praetor; first political speech, De Lege Manilia

63 B.C. - Consulship, Catilinarian conspiracy

62 B.C. - Pro Archia

58 B.C. - Exile in Thessalonica

53 B.C. - Elected Augur

51 B.C. - Proconsul in Cilicia

50 B.C. - Returned to Italy

49 B.C. - Joined Pompey in Greece

48 B.C. - Refused to lead Pompeian forces. Returned to Rome--no reprisal by Caesar

46 B.C. - Divorced Terentia, married Pubilia

45 B.C. - Tullia died, divorced Pubilia, Philippics against Antony

43 B.C. - Killed by order of triumviri near Formiae

Ciceronian Place Names

Alexandria, Arpinum, Bithynia, Brundisium, Carcer, Cilicia, Comitium, Curia Hostilia, Etruria, Formiae, Mulvian Bridge, Ostia, Pompeii, Praeneste, Rostra, Syracuse, Jupiter Capitolinus, Jupiter Stator.

Ciceronian Contemporaries

Antonius, Archias, Atticus, Brutus, Caesar, Catiline, Cethegus, Clodius, Hortensius, Manilius, Mithridates, Pompey, Sallust, Sulla, Tiro, Verres

Teaching A Reading Passage

M. Tulli Ciceronis
In L. Catilinam Oratio Prima Habita in Senatu

Quō ūsque tandem abūtēre, Catilīna, patientiā nostrā? quam diū etiam furor iste tuus nōs ēlūdet? quem ad fīnem sēsē effrēnata iactābit audācia?

Nihilne tē nocturnum praesidium Palātī, nihil urbis vigiliae, nihil timor populī, nihil concursus bonōrum omnium, nihil hic mūnītissimus habendī senātūs locus, nihil hōrum ōra vultūsque mōverunt? Patēre tua cōnsilia nōn sentīs, cōnstrictam iam hōrum omnium scientiā tenērī coniūrātiōnem tuam nōn vidēs? quid proximā, quid superiōre nocte ēgeris, ubi fueris, quōs convocāveris, quid cōnsilī cēperis, quem nostrum ignōrāre arbitrāris?

Ō tempora, Ō mōrēs! senātus haec intellegit, cōnsul videt: hic tamen vīvit. Vīvit? immō vērō etiam in senātum venit, fit pūblicī cōnsilī particeps, notat et dēsignat oculīs ad caedem ūnum quemque nostrum. Nōs autem fortēs virī satis facere reī pūblicae vidēmur sī istīus furōrem ac tēla vītāmus.

The class has been prepared for reading this passage by having read Sallust's Bellum Catiliniae.

The class has studied--

Cicero as a man, orator, and statesman

Catiline as a conspirator

the socio-political aspects of the Roman Republic, last century B.C.

the nature of ancient oratory.

Introduction to the reading passage

Before reading these first lines of Cicero's In Catilinam Oratio Prima, the teacher must be certain to impress upon his class that they are about to read a highly dramatic, emotion-filled, public denunciation.

The class must be oriented fully toward the political import of Cicero's words--that the speech is being delivered at a moment when the entire Roman world is on the brink of violent revolution.

The class must understand fully the physical conditions of the oration--that the oration is being spoken in one of the most hallowed temples in Rome; that the chief revolutionary--Catiline, himself a member of the Senate--is seated facing Cicero; that a number of Senators hearing Cicero's words are members of Catiline's plot; that an army of radicals and others is fully armed in a camp within an easy march of Rome; that

there have been blatant attempts to murder Cicero and to destroy the legitimate government of which he is chief executive; that the Temple of Jupitor Stator and all Rome are defended by government troops in expectation of some move on the part of Catiline.

A suggested procedure to emphasize the dramatic qualities of the words is--

Arrange the desks in a semi-circle.

Have the class choose a student to act as Catiline, by sitting somewhat removed from the class.

The teacher himself, at the center of the semi-circle, should read all the lines of the passage without a pause. He sould use all the powers of voice and gesture he feels appropriate to classroom conditions to achieve a proper dramatic effect in keeping with what the class knows of Ciceronian oratory.

At this point the teacher need not involve the class in a syntactical vocabulary or stylistic analysis. The purpose here is to create a dramatic effect which will produce various degrees of contextual understanding; an in-depth analysis will follow.

Passage analysis

Vocabulary
- iste, a, ud - that, that fellow (as used here with scorn)
- eludo, ere, elusi, elusum - mock
- effrenatus, a, um - unbridled, unrestrained
- nihilne - stronger than none
- Palatium, i, n - the Palatine Hill
- noto, are, avi, atum - mark
- convocare = cum + voco - summon

Syntax
- Alternate form of second person singular passive
  - abutere (ris)
- Ablative with a compound of the deponent verb utor
  - patientia nostra
- Indirect statement (acc. with infin.)
  - patere -- consilia
- Partitive genitive with quid
  - consili
- Accusative of exclamation
  - tempora, mores

Figures of speech
- Alliteration 11. 1-3
  - quo - quam - quem
- Anaphora 11. 4-6
  - nihil

Hendiadys 1. 6
ora vultusque
Irony 1. 14
fortes viri

Rhetorical devices
Cicero begins oration with a series of inflammatory, rhetorical questions.
Ciceronic fondness for series of threes 11. 11-12
senatus - vivit

Second Reading

A member of the class should read Cicero's words dramatically (perhaps the teacher and the student who originally played Catiline might change roles this time).

Evaluative questions (These questions may be asked the following day.)

Cur Cicero in Catilinam orationem habuit?

Quo in loco Cicero orationem habuit?

Quas res Cicero senatui dixit de condicionibus in urbe?

Quid significat, "O Tempora, O mores!"

Quid fecit Catilina oculis suis?

Erante (Eratne) re vera senatores (Cicero) fortes viri (fortis vir)? Cur? Cur non?

Voluitne Cicero Catilinam interficere?

The students should memorize sentence one of paragraph one and sentence one of paragraph three.

LATIN IV

Proposita

Understand, after preparation and at sight, more mature thinking in Roman literature.

Develop increased enjoyment of Latin literary masterpieces.

Increase Latin poetic vocabulary.

Study mythology in order to understand the importance of the myths to world literature.

Evaluate critically the civilization of the Romans and the indebtedness of the world to the Greco-Roman genius.

Pronuntio

Accurate habits of Latin pronunciation should be reinforced through extensive practice in oral reading. The student should demonstrate mature ability in his approach to the pronunciation of unfamiliar words in Latin.

Students should engage in extensive oral reading in Latin during this year in order to develop an appreciation for the structure and quality of Latin poetry. Basic rules of prosody should be applied in metrical reading. Some scansion should be done orally each day by the teacher, by the class, and by individuals. Since the effectiveness of Latin poetry lies in oral rendition, some passages should be memorized. Students should be encouraged to quote from memory many familiar Vergilian selections. Records using classical themes or readings from Vergil, Ovid, and other classical authors are suggested as teaching aids that will foster deeper appreciation of Latin poetry.

Vocabularium

Diligent vocabulary study must continue throughout the entire fourth year.

The vocabulary encountered in Vergil and other poets is different from that of the prose writers.

The poetic vocabulary is rich in symbolic connotations.

Mastery of high-frequency words in Vergil and the poets is essential.

Students must develop the ability to apply varied meanings to words as the sense of the passage demands.

Students must become familiar with the formation of patronymics, the use of identifying epithets, and diminutives.

The student must be increasingly aware that his English vocabulary has been substantially enriched through his study of Latin and that English vocabulary is primarily Latin in origin.

Linguae Structura

Forms and inflections should be reviewed as the need arises. The following poetic constructions require special attention in Vergil.

Forms

Nouns

Accusative plural ending -is for -es

Genitive plural ending -um for -orum

Dative singular ending -u for -ui

Greek inflectional endings

Pronouns

mi for mihi

quis for quibus

olli and ollis for illi and illis

Verbs

Imperfect indicative of the fourth conjugation in -ibat, -ibant instead of -iebat, -iebant

Perfect indicative ending in -ere instead of -erunt

Contracted forms

The future imperative

The supine

Grammatical Structures

Nouns

Genitive
- Separation
- Specification

Dative
- Agent with the passive voice
- Ethical
- Place to which

Accusative
- Specification
- Place to which without a preposition
- With the middle voice

Ablative
- Place constructions without the preposition

Verbs

Imperative with ne

Infinitive
- Of purpose
- Of exclamation

Supine
- Ablative of specification or respect
- Accusative to express purpose

Lectio

Although Vergil may be the principal author read, selections from many other Latin authors should be included. A suggested range of readings should include--

Vergil

Books I, II, IV, VI in toto
Selections from Books V, VII-XII
Selections from the Ecologues, Georgics

Early Latin

Quintus Ennuis
Marcus Porcius Cato
Naevius
Plautus
Terence

Ciceronian and Augustan Ages

Caesar
Catullus
Cicero
Horace
Livy
Lucretius
Ovid
Propertius
Tibullus
Varro

The Silver Age

Gellus
Juvenal
Martial
Phaedrus
Seneca
Suetonius

From the Siver Age to the Present Day

Alcuin
St. Augustine
Boethius
Carmina Burana
Cambridge Songs
Erasmus
Petrarch
Medieval Hymns
St. Jerome
St. Thomas More
Secular Medieval Hymns

The writings of Popes Leo XIII, John XXIII, Paul VI, and extracts from Acta Apostolicae Sedis

Cultus Romanus

Latin IV affords both teacher and student extraordinarily rich opportunities to explore together the technical and aesthetic aspects of the greatest Latin poetry studied in close relation to the most exacting and influential men and periods of Roman history.

Culturally, Latin IV readings are varied and valuable enough to allow almost limitless freedom to expand both horizontally and vertically. The sensitive, receptive student and the penetrating, imaginative teacher should experience a uniquely stimulating year of literary enjoyment.

Survey of Roman Literature

Pre-Ciceronian Period

Characterized by great writers but no great age of literature

Greek influence shown in every type of Latin literature except the satire

Great Writers

Ennuis--father of Latin poetry (239 B.C.-169 B.C.)

Plautus--comedy (254 B.C.-184 B.C.)

Terence--comedy (185 B.C.-159 B.C.)

The Ciceronian Period

Prose--a period of excellence because of Cicero's influence

Sallust (86 B.C.-54 B.C.)

Varro (116 B.C.-27 B.C.)

Poetry--primarily influenced by the language, style, and content of the Alexandrian school of Greek writers at Alexandria, Egypt, and characterized as being academic, florid, mythological, and subjective.

Catullus--"poeta novus" (87 B.C.-54 B.C.)

Life--born at Verona, drawn to Rome by literary interests; love affair with Claudia (Lesbia), the inspiration of many poems; died prematurely

Works--a volume of CXVI carmina

Lucretius (94 B.C.-55 B.C.)

Perhaps a Roman noble--little is known of his life

Works--<u>De Rerum Natura</u> (in hexameter) renders the atomic theory of Epicurus

The Augustan or Golden Age

A time of literary, social, and political magnificence, the Golden Age of Roman literature was based upon the following conditions:

appreciative audience for literature

exciting events and daring men

freedom of expression

language capable of expressing the most intricate human thoughts and feelings

"Pax Romana."

Poetry

Vergil (70 B.C.-19 B.C.)

Life--born at Mantica; brought up on his father's farm; educated at Cremona, Milan, and Rome; begged Octavian for restoration of his confiscated estate, thus attracted the emperor's attention; became one of Maecenas' literary group; composed the Aeneid while living near Naples; died in 19 B.C. after returning from Athens

Works--Ecologues (Bucolics), Georgics, Aeneid

Style--polished meter; variety of words to express a single idea; great use of onomatopoeia, epithet, alliteration, anaphora, simile, personification; archaic words; sonorous phrases

Later influence--Dante, Spenser, Chaucer, Pope, Milton, Tennyson, Sortes Vergilianae

Ovid (43 B.C.-17 A.D.)--outline of Ovid's life and works found in Latin II, Cultus Romanus.

Horace (65 B.C.-8 A.D.)

Life--born in Venusia; father, a freedman, took him to Rome for his deucation; at nineteen went to Athens for higher studies; in Athens joined Brutus; was given rank of Tribune; fought at Philippi; introduced to Maecenas by Vergil; given a farm (the Sabine) by Maecenas; declined offer of private secretary to the Emperor, but supported many of Augustus' policies

Works--satires, epodes, odes, epistles, Ars Poetica

Style--greatest Roman stylist, wide range of meters masterfully employed, no verbal excess

Later influence--Ben Jonson, Jon Keats, Robert Herrick, William Wordsworth, Eugene Field

The Silver Age

During this time of great literary productivity departing from the norms of the Golden Age in style and inspiration, the writers of the Silver Age employed an epigrammatic style of writing, sought unusual themes, and lacked honest emotion.

Prose

Seneca (4 B.C.-65 A.D.)--letters, philosophical writings

Quintilian (35 A.D.-95 A.D.)--Institutio Oratoria

Tacitus (55 A.D.-117 A.D.)--Agricola Germania, Annales, Historiae

Pliny (62 A.D.-113 A.D.)--Epistulae, Panegyricus

Suetonius (69 A.D.-140 A.D.)--biographies

Poetry

Martial (40 A.D.-104 A.D.)

Life--born in Bilbilis, Spain; educated in rhetoric; migrated to Rome; more than thirty years later returned to Bilbilis

Works--Epigrammaton Libri XIV

Lucan (39 A.D.-65 A.D.)

Statius (45 A.D.-96 A.D.)

Seneca (4 B.C.-65 A.D.)--tragedies

Juvenal (50 A.D.-128 A.D.)--satires

Prosody

The meters of Latin poetry must be studied and used orally in order to experience Latin verse as its writers intended. In reading Vergil, the dactylic hexameter, elision, and caesura require study. When other poets, using different meters, are read, additional information will be necessary.

Scansion

Each line (verse) of Latin poetry is composed of measures (feet). These measures consist of long and short syllables. Determining the value of these syllables is called scansion. The rhythm of words in Latin poetry is not based upon accent, as in English, but upon the occurrence and grouping of long and short syllables.

Common metrical feet

Spondee (- -)

Dactyl (- ∪ ∪)

Trochee (- ∪)

Anapest (∪ ∪ -)

Iambus (∪ -)

A line of poetry is designated by its predominating foot and by the number of feet it contains; thus Vergil's meter, the dactylic hexameter, indicates that the dactyl is found most frequently and that each verse has six feet.

Basic rules for quantity of Latin syllables

A syllable is long--

if it contains a long vowel

if it contains a diphthong

if its vowel is followed directly by two consonants or by x or z.

Note. If a stop consonant (b, p, d, t, c, k, g) is followed by l or r the syllable is either long or short.

Terms of Prosody

Arsis--the unaccented part of a foot

Caesura--the ending of a word within a metrical foot

Dactyl--a metrical foot consisting of a long syllable followed by two short syllables

Diaresis--the coincidence of the end of a foot with the end of a word

Diastole--the lengthening of a short syllable in proper names or in final syllables

Elision--the slurring together of the final vowel or diphthong (or final m and its preceding vowel) with the first syllable of the following word beginning with a vowel or an h

Hexameter--a verse of six metrical feet

Hiatus--the meeting of two vowels without elision or contraction

Ictus--the stress of voice given to syllables at regular intervals

Spondee--a metrical foot consisting of two long syllables

Syllaba anceps--the last syllable of a dactylic hexameter, either long or short

Synapheia--elision between two verses

Synizesis--the slurring together of two distinct vowels to form one syllable

Systole--the shortening of a long syllable

Thesis--the accented part of a foot

Figures of Speech

Alliteration--a succession of two or more words with repetition of the same (usually initial) sound

Anaphora--the repetition of the same word or word order at the beginning of successive clauses or phrases

Anastrophe--the inversion of the usual order of words for rhetorical effect

Aposiopesis--the abrupt and deliverate pause in a sentence

Assonance--the close recurrence of similar sounds

Asyndeton--the omission of the conjunctions in a closely related series

Chiasmus--the arrangement of pairs of words in opposite order

Ellipsis--the omission of one or more words that are understood but must be supplied to make a construction grammatically complete

Euphemism--the use of a mild or agreeable expression in place of an unpleasant one

Hendiadys--the use of two nouns connected by a conjunction in the sense of a noun modified by an adjective or a genitive

Hyperbole--rhetorical exaggeration

Hysteron-proteron--the reversal of the natural order of ideas

Litotes--a double negative, or the affirming of something by denying its opposite

Metaphor--the use of a word or phrase denoting one kind of object or

idea in place of another to suggest a likeness between them

Metonymy--the use of one word in place of another which it suggests

Onomatopoeia--the use of a word whose sound suggests its meaning

Oxymoron--the combination of apparently contradicory words in a single expression

Personification--the treatment of inanimate things as if endowed with human attributes

Polysyndeton--the use of unnecessary conjunctions

Prolepsis--the use of a word before the action makes it logically appropriate

Simile--an expressed comparison introduced by a word such as similis, qualis, or velut

Synchysis--interlocked order (a,b,a,b)

Syncope--the loss of letters within a word

Synecdoche--the use of the part for the whole

Tmesis--the separation of two parts of a compound word

Zeugma--a condensed expression in which one word, usually a verb, is made to stand for two or more ideas

Teacher's Reading List for Latin III - IV

Vergil and His Art

Bowra, C. M. From Vergil to Milton. New York: Macmillan Co., 1948.

Knight, W. F. J. Roman Vergil. London: Faber and Faber Ltd., 1945.

Lewis, C. S. A Preface to Paradise Lost. New York: Oxford University Press, Inc., 1949.

Mackail, J. W. Vergil and His Meaning to the World Today. New York: Cooper Square Publishers, Inc., 1925.

Poschl, Victor. The Art of Vergil. Ann Arbor: University of Michigan Press, 1962.

Prescott, H. W. The Development of Vergil's Art. Chicago: University of Chicago Press, 1927.

Rand, E. K. The Magical Art of Vergil. Cambridge, Mass.: Harvard University Press, 1931.

Sellar, W. Y. Roman Poets of the Augustan Age: Virgil. New York: Oxford University Press, Inc., 1897.

Cicero and the End of the Republic

Cowell, F. R. Cicero and the Roman Republic. New York: Chanticleer Press, Inc., 1948 (Penguin Books, 1956).

Hunt, H. A. K. The Humanism of Cicero. Melbourne, Australia: Melbourne University Press, 1954.

Livy and Tacitus--Historians

Syme, R. Tacitus. New York: Oxford University Press, Inc., 1957.

Walker, B. The Annals of Tacitus: A Study in the Writing of History. Barnes and Noble, 1960.

Walsh, P. G. Livy: His Historical Aims and Methods. New York: Cambridge University Press, 1961.

Horace and Catullus—Lyric Poets

Collinge, N. E. The Structure of Horace's Odes. New York: Oxford University Press, Inc., 1961.

Fraenkel, E. Horace. New York: Oxford University Press, Inc., 1957.

Havelock, E. A. The Lyric Genius of Catullus. Basil Blackwell, 1939.

Highet, G. Poets in a Landscape. New York: Alfred A Knopf, Inc., 1957.

Showerman, G. Horace and His Influence. Francestown, N. H.: Marshall Jones Publishers, 1914.

Wilkinson, L. P. Horace and His Lyric Poetry. 2d ed. New York: Macmillan Co., 1951.

Plautus and Terence and Their Comedy

Beare, W. The Roman Stage: Short History of Latin Drama. Cambridge, Mass.: Harvard University Press, 1951.

Bieber, M. A History of the Greek and Roman Theatre. rev. ed. Princeton, N. J.: Princeton University Press, 1961.

Duckworth, G. E. The Nature of Roman Comedy. Princeton, N. J.: Princeton University Press, 1952.

Wright, F. A. Three Roman Poets: Plautus, Catullus, Ovid. Their Lives, Times, and Works. Routledge and Kegan Paul, Ltd., 1938.

Literature and Mythology

Bush, D. Classical Influences in Renaissance Literature. Cambridge, Mass.: Harvard University Press, 1952.

Duff, J. W. A Literary History of Rome to the Close of the Golden Age. New York: Barnes and Noble, Inc., 1954.

_____. A Literary History of Rome in the Silver Age. New York: Barnes and Noble, 1960.

Frank, T. Life and Literature in the Roman Republic. Berkeley: University of California Press, 1957.

Hadas, M. Ancilla to Classical Reading. New York: Columbia University Press, 1954.

_____. History of Latin Literature. New York: Columbia University Press, 1952.

Highet, G. The Classical Tradition, Greek and Roman Influences on Western Literature. New York: Oxford University Press, Inc., 1951.

Larousse, P. Encyclopedia of Mythology. New York: G. P. Putnam's Sons, 1959.

Thomson, J. A. The Classical Background of English Literature. New York: Macmillan Co., 1948.

_____. Classical Influences on English Poetry. New York: Barnes and Noble, Inc., 1951.

_____. Classical Influences on English Prose. New York: Barnes and Noble, Inc., 1956.

History

Barrow, R. H. The Romans. Baltimore: Penguin Books, Inc., 1949.

Cambridge Ancient History. New York: Cambridge University Press, 1950.

Cary, M. et al. The Oxford Classical Dictionary. New York: Oxford University Press, Inc., 1949.

Fowler, W. W. Social Life at Rome in the Age of Cicero. New York: Macmillan Co., 1909.

Johnston, M. Roman Life. Glenview, Ill.: Scott, Foresman & Co., 1957.

Rostovtzeff, M. I. History of the Ancient World:Rome. 2d ed. New York: Oxford University Press, Inc., 1955.

Showerman, G. Rome and the Romans. New York: Macmillan Co., 1931.

Syme, R. The Roman Revolution. New York: Oxford University Press, Inc. 1939 (paperbound edition, 1960).

Taylor, L. R. Party Politics in the Age of Caesar. Berkeley: University of California Press, 1949.

Children's Classics Translated into Latin

Carroll, Lewis. Alicia in Terra Mirabili. Translated by Carruthers, C. New York: St. Martin Press, Inc., 1966.

Carroll, Lewis. Aliciae Per Speculum Transitus. Translated by Carruthers, C. New York: St. Martin Press, Inc., 1966.

Milne, A. A. Winnie Ille Pu. New York: E. P. Dutton & Co., Inc., 1960.

THE ADVANCED PLACEMENT PROGRAM

In the articulated grades 7 (6)-12, six year program, the college level Latin courses outlined below may be offered in grade 11 or 12 to gifted students. It must be assumed that students will have had intensive training in all aspects of the language in previous years of study. Such students may seek enrichment of their high school studies and/or credit and advanced placement in colleges. Qualified students should be encouraged to take the examination given by the Advanced Placement Program of the College Entrance Examination Board, 475 Riverside Drive, New York, New York 10027. Further information may be obtained from the New York office or the Regional Office for the Midwest, 625 Colfax Street, Evanston, Illinois 60201.

Aims

The aims of the advanced placement program for the student in the secondary school are identical with those of corresponding courses in American colleges and universities and may be stated as follows:

Progress in the ability to interpret original Latin literature.

Be able to analyze the literary style of Latin authors.

Acquire a knowledge of Roman culture and civilization.

Become aware of classical influence upon later writers.

Courses

Vergil

Content

Books I, II, IV, VI, and III or V or XII of the Aeneid read in Latin

Contents of the remaining books

Scansion of dactylic hexameter verse

The ancient epic (Iliad and Odyssey)

Roman social, political, and literary history

Examination

The examination of one and one-half hours includes multiple-choice and written questions.

Comedy

Content

Two Roman comedies read in Latin--one each of Plautus and Terence--from Plautus--Menaechmi or Mostellaria; from Terence--Adelphoi or Andria.

Two remaining plays in English

Roman stage conventions

Examination

The examination of one and one-half hours includes multiple-choice and essay questions dealing with comprehension, translation, criticism, interpretation, and background.

Lyric Poetry

Content

Selections from the lyric poetry of Catullus and Horace

Scansion of at least eight meters

Examination

The examination of one and one-half hours includes both multiple-choice questions dealing with translation, criticism, interpretation, and scansion.

Prose

Content

The philosophical works of Cicero, Tusculan Disputations (Book I), De Senectute, Somnium Scipionis; or Livy, Books I and XXI.

A study of the literary, political, and social background

Examination

The examination of one and one-half hours includes both multiple-choice and essay questions dealing with comprehension, translation, criticism, and background.

For complete information write for the booklet of information:

1970-1971 Course Descriptions
Advanced Placement Program
College Entrance Examination Board
Publications Order Office
Box 592, Princeton, New Jersey 08540

Price--$2.50

The Advanced Placement program in Chicago is financially supported by the Illinois Department of Program Development for Gifted Children. For further information concerning funding at the Chicago Board of Education, please contact the Gifted Program Office in the Department of Government Funded Programs (Telephone: 641-4545) or the Department of Curriculum, Division of Foreign Languages (Telephone: 641-4048).

AESTIMATIO

The teaching process includes diversified activities extending from definite objectives to the evaluation of the achievement of these objectives by definite criteria. Testing should relate directly to the objectives, the content, the methods, and the materials of the program.

For the teacher, evaluation represents the continuous appraisal of the success of his materials, methods, and techniques. It provides the means of judging student progress and of identifying areas or skills in which progress is slow. In addition to measuring achievement, testing is a means of diagnosing difficulties and correcting them.

For the student, evaluation represents a key to his own progress, a source of motivation, and an incentive to improvement.

Characteristics of a Good Test

A good Latin test should--

be based upon realistic goals

stress specific language skills

measure growth of cultural understandings

diagnose individual and class difficulties

discover strengths and weaknesses

contain reviews that reinforce correct habits of oral and written communication

feature a variety of questions

be frequent, particularly in the first year.

Sample Test Questions

Comprehension

Listening. Give the student a sheet bearing the numbers 1 through 10, with the letters a, b, c, and d after each number. In answer to simple questions, the student selects the best answer from four which are supplied orally by the teacher. The student circles the letter corresponding to the best answer.

Teacher: Ubi sumus nunc?

Avis est in arbore. Cum magistro in schola.

Agricola nunc laborat. Multis in horis.

Written. After reading the following passage, select the most appropriate answer from the suggested answers below.

Iam illud nōnne et magis terribile et nōn minus mīrum est quod expōnam ut accēpi? Erat Athēnīs spatiōsa et capāx domus, sed īnfāmis et pestilēns. Per silentium noctis sonus ferrī et sī attenderēs ācrius, strepitus vinculōrum longius prīmō, deinde ē proximō reddēbātur. Mox appārēbat īdōlon, senex maciē et squālōre cōnfectus, prōmissā barbā, horrentī capillō; crūribus compedēs, manibus catēnās gerēbat quatiēnatque.

Omnes Athenis senem timebant quod
spatiosum et pestilens erat
in urbe laboravit
sonum ferri amabant
eum non esse vivum intellegebant

Writing

Written tests are a valuable means to diagnose difficulties and to correct errors. Corrected test papers should be returned as quickly as possible.

Dictation. At the beginning level dictations should be frequent but brief. As the students' knowledge of structure and vocabulary becomes more extensive, the length and difficulty of the dictations should increase.

Completion Test. The student supplies the correct word.

Pater meus_____in matrimonium duxit.

Parallel Sentences. The student writes sentences parallel to the model sentence, making changes as indicated.

Rewrite the second verb in the same tense as the first in the following sentences:

Nos cum viris laboramus. Ego et Marcus defessi sumus.

Nos cum viris laborabamus. Ego et Marcus defessi_____.

Controlled Paragraph Writing. Using a series of given expressions, students are asked to write a short paragraph.

Administer power tests for academically able students in which they compose an original work in prose or poetry on a given topic in Latin.

Speaking

The following four main areas may be evaluated by speaking tests:

control of pronunciation (e.g., phrasing, intonation, rhythm, stress)

control of structure (forms, word order, endings)

fluency (speed of speech, grouping of words)

vocabulary (appropriateness and extent).

The Mimic or Echo Test. The student imitates short sentences which contain samples of various pronunciation problems. He does not see the written word. Although this test is particularly adapted to the beginning student, it may be used at higher levels. The teacher asks the students to repeat what is spoken by the teacher or the voice on the tape.

Grade 7 level--Caesar est vir.

Grade 9 level--Frater meus cum matre mea habitat.

Grade 12 level--Quis talia fando Myrmidonum Dolopumve aut duri miles Ulixi temperet a lacrimis?

The Buildup Test. In this variation of the preceding test, students repeat sentences whose length is progressively increased.

The Latin Interview Test. The teacher may tape a few questions which concern a particular student. The student is directed to reply to these personalized questions.

The Picture Reaction Test. The student is asked to respond orally with single-sentence responses to a nonverbal stimulus. Depending upon the age level, the student is shown a simple line drawing (of objects, persons, or animals) and is asked to react. He may be directed to answer questions involving the actions, persons, or objects in the picture. He may be required to describe or identify the person or object, or he may be asked to tell the size, color, and location of objects. On a more advanced level, the student may be asked to describe a situation depicted in a series of three or four pictures showing some continued action.

The student may be asked to tell what the person is doing.

Creative Description Test. The student is shown a scene, then given a moment to compose his thoughts before giving a brief narrative description of it.

Directed Speech Test. The teacher gives the student a command in Latin and has him give an appropriate answer.

Ambula ad portam! Da mihi cretam. Noli facere hoc.

Vocabulary

Although vocabulary is an implied phase of all language testing, it requires specific evaluation in the program of foreign language instruction. Growth in word knowledge needs consistent testing emphasis. Where possible, vocabulary should be evaluated in context.

Use multiple choice exercises with the Latin word in one column and four English choices following, as follows:

rogo 1. I see 2. I approach 3. then 4. I ask

Use the word to be identified in a Latin sentence, and give four English choices, as follows:

Puer amicum benignum laudavit
1. good 2. happy 3. kind 4. new

List a Latin word and have students select a synonym or antonym, as follows:

a synonym for--
validus 1. amicus 2. firmus 3. verus 4. ita

an antonym for--
latus 1. liber 2. lego 3. parvus 4. angustus

Give a matching test for phrases and idioms, as follows:

a. ex tempore	1. at once
b. castra ponere	2. to lead on
c. post mortem	3. to drive
d. ad infinitum	4. without preparation
e. in matrimonium	5. to marry
	6. to pitch camp
	7. forever
	8. after death

Use multiple choice, matching, or completion items for derivative tests. The following example tests two skills:

Complete the blank with the Latin word(s) from which the underlined English word is derived.

The boy is very belligerent.
(_____ _____)

Underline the meaning of the English derivative in the sentence above.

1. cruel 2. strong 3. hostile 4. happy 5. kind

Culture Evaluation

Culture also can be evaluated through multiple choice exercises, true-false statements, and matching and completion exercises. Slides, pictures, maps, and other realia should be utilized for appraisal purposes. Further evaluation should be made through an appraisal of the student's oral reports,

his attitudes toward ancient life, his contributions to class discussions, and the amount of collateral reading he does. Sample culture questions follow:

Multiple choice

Patres conscripti
1. senators 2. Roman military officers 3. head of a Roman household 4. scribes

True-False

The Forum was built on reclaimed swamp land.

The city of Troy is on the Greek mainland.

Matching

a. Catullus	1. Explorator
b. Octavianus	2. Princeps
c. Scipio Africanus	3. Poeta Novus
	4. Dux
	5. Cloaca Maxima

Completion

In 31 B.C. the great naval battle of _____ took place.
The main room of a Roman house was called a _____.
The motto of the City of Chicago is _____ _____.
The spacecraft which landed the first man on the moon was named after the Greek and Roman god _____.

LINGUA GRAECA

Τῷ σοφῷ ξένον οὐδέν
--Antisthenes

The student cannot be involved in Latin study long before he is impressed by the recurrent, pervading contributions of the Greeks to the Roman culture. The name of the gods, the beginnings of Roman literature, the education and interests of famous Romans are but several areas not only of Greek influence, but also of direct inspiration. Most of the important works read in Latin (In Verrem, Pro Archia, Aeneidos, Metamorphoses--to name a few examples) are not really comprehensible on a level of mature understanding to a student at advanced levels unless their Greek debt is appreciated.

It is not an exaggeration to maintain that the Romans' greatness is to a considerable extent measurable by their synthesizing, Romanizing and transmitting of the products of Greek genius. Indeed, one questions how profoundly modern man is able to understand himself and his times if his perception of the present is not illuminated by the still dazzling brilliance of the Greek experience. For any age which honestly values the good, the true, and the beautiful, an exposure to the Greek concepts of them, first hand, is indispensible.

Many Latin teachers who have Greek minors or at least some Greek courses in their experience should be able to teach Greek to their students at the eleventh and twelfth grade levels as an enriching cultural adjunct. The teacher will find student fascination with a new alphabet, interest in a broadened understanding of derivatives, awareness of growth in dealing with Greek and Latin comparative linguistics and delight in reading excerpts from Plato, Aristotle, Sophocles, and others in their original language. All contribute heavily to motivation and performance. The inter-disciplinary benefits of exposure to Greek (history, English literature, philosophy, art, etc.) are apparent.

Greek study can be begun effectively during the latter half of each Friday's Latin class. Perhaps ten minutes at the end of the following Monday's class might be spent on review or a brief cultural talk. While the teacher will have to judge the amount of time given to Greek as well as the pace, more time taken than suggested may be detrimental to the Latin instruction and less time insufficient to accomplish legitimate goals.

The first year of Greek instruction should consist of the following:

- the alphabet
- pronunciation
- accentuation
- declensions of all genders
- nouns, adjectives, articles
- conjugation of εἰμί (and other verbs) in the present and imperfect
- pronouns (demonstrative and personal)
- derivatives (comparison of Latin and Greek forms and words)

quotations, narrative, mottoes
overviews of Greek political and literary history
social aspects of Greek culture
influences on subsequent history.

The second year of instruction should consist of the following:
introduction of other tenses
participles
more difficult reading passages
extension of vocabulary and syntax
expansion of the political, literary, and social history of Ancient Greece.

The extent of horizontal and vertical expansion must be different in each case. Ideally, the students should, by the middle of the second year, be able to read extracts from Homer, Koine Greek (New Testament) as well as brief selections from many famous Greek writers.

The student with four to six years of Latin and two years of supplementary Greek will have experienced a more profound and more authentic understanding of the classical inheritance which only the study of the Greek and Latin languages can accurately illumine.

Teacher's Reading List for Greek

Basic Materials

Chase, Alston Hurd, and Phillips, Henry Jr. A New Introduction to Greek. Cambridge, Mass.: Harvard University Press, 1962.

Colson, F. H. A First Greek Reader. London: Macmillan & Co., Ltd., New York, St. Martin's Press, 1926.

Crosby, Henry Lamar, and Schaeffer, John. An Introduction to Greek. Boston: Allyn & Bacon, 1961.

Liddell and Scott. An Abridged Lexicon. Oxford: Clarendon Press, 1963.

Word Study

Burriss, Eli E. and Casson, Lionel. Latin and Greek In Current Use. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1949.

Pei, Mario. The Story of Language. Philadelphia: J. B. Lippincott Co., 1949.

Schaeffer, Rudolph F. Greek-English Derivative Dictionary. Oxford American Classical League, Pamphlet 70, 1963.

Wedeck, Henry E. Short Dictionary of Classical Word Origins. New York: Dover Publications, Inc., 1960.

Greek Culture

Asemov, Isaac. The Greeks, A Great Adventure. Boston: Houghton Mifflin Co., 1965.

Bowia, C. M. Classical Greece. The Great Ages of Man Series. New York: Oxford University Press, 1949.

Bury, J. B. History of Greece, 3d ed. New York: Macmillan Co., 1951.

Cary M. The Geographic Background of Greek and Roman History. New York: Oxford University Press, Inc., 1949.

Durant, Will. Story of Greece. New York: Simon & Schuster, Inc., 1939.

Quennell, Marjorie, and Charles H. Everyday Things in Ancient Greece. New York: G. P. Putnam's Sons, 1960.

Seltman, Charles. A Book of Greek Coins. New York: Penguin Books, Inc., 1952.

Wycherley, R. E. How the Greeks Built Cities. New York: Macmillan Co., 1959.

Film

History of Ancient Greece, Pathescope Films.

LATIN AND THE ELECTRONIC CLASSROOM OR LANGUAGE LABORATORY

The language laboratory and the electronic classroom, highly useful features of contemporary language teaching, can provide students at every level of Latin with valuable audiolingual experience which furnishes an enriching supplement to classroom instruction.

Depending upon the components and employment, electronic language installation affords an opportunity to enhance the language skills and to foster greater awareness of the oral demands of Latin literary appreciation.

The Latin classroom can be set up with tape recorders, record players, earphones, and jackboxes if a formal language laboratory is not a school feature.

The materials used and the skills developed in the simplest form of the laboratory as well as in the full laboratory should be integrated with the work in the classroom. The language facility should provide practice in those dialogues, drills, and skills which have been taught in the classroom, for the most important use of the laboratory is additional practice subsequent to understanding.

Functions

The language installation can provide the following:

active participation of all students in listening and speaking practice

a variety of accurate, consistent, and untiring model voices which use correct pronunciation

opportunities which meet individual differences through guided practice

repetitive drill to set desired speech habits

freedom to focus attention on individual student performance without interrupting the work of others

simultaneous grouping of different activities through the use of headphones

immediate teacher and self correction of errors

various aural and oral testing functions

sharper focus on learning activities

provisions for multisensory learning (e.g., an auditory-visual combination)

The language laboratory should not be used--

to present material heard only in the laboratory

solely for enrichment activities.

The Laboratory Session

While using electronic equipment, the teacher must be the coordinator who keeps the drilling and repetition moving at normal speed, but he must also be sensitive to needs, breaking the routine and introducing a change of pace at the right moment so that students feel constantly challenged. No machine or tape can sense the response of a class.

If the teacher and his class are assigned to the language laboratory for full forty-minute periods, the teacher should provide a varied lesson. In addition to the use of the laboratory for appropriate listening and speaking practice, the teacher may wish to use songs and other musical records to change the learning pace. It is sometimes advisable to have the students remove the earphones and relax for a few moments between exercises. Film strips with synchronized tapes can also vary the program in the laboratory.

If laboratory space and time are at a premium, the laboratory is more profitably restricted to the overlearning of the patterns of a lesson, after the lesson has been understood and partly drilled in class. This type of drill can be fruitful only if the lesson has already been well drilled in class. In a post-laboratory session the teacher may wish to clarify certain points or practice certain drills which he feels were not mastered.

Materials

Materials for laboratory use must have the following characteristics:

Basic text and recorded practice materials must be appropriate for use both in the class and in the laboratory, each reinforcing the other.

Materials must provide for gradual mastery of the most common structures and vocabulary in context.

Specific Uses of the Laboratory at the Various Levels

Beginning Level

Pronunciation practice (recognition of sameness or difference of sounds)

Drill on material presented in class

Pattern practice

Brief, guided dictations

Self-help

Remedial work

Review and testing

Use of tapes to accompany the basic text (Most contemporary Latin programs are accompanied by tapes.)

Intermediate Level

The same as the beginning level with greater emphasis on remedial work

Introduction to dramatic readings of Roman literary selections

Advanced Level

Allowance for individual students to work at their own rates of progress

Improvement of the language skills

Grammar review

Comprehension and conversation

Original tape recordings

Notetaking from brief Latin language lectures

Opportunity to memorize poetry correctly through imitation

Enlargement of literary appreciation from exposure to dramatically interpreted Latin readings

Scheduling

Ordinarily, short frequent periods of practice are more effective than long periods. Since the maximum time to be spent effectively practicing in the laboratory is about one half hour, two half periods a week are better than one complete period. Every laboratory period should provide the students an opportunity for speaking.

If possible, the laboratory should be made available to students during their free periods. Accommodations of individual differences is one of the greatest contributions of the language laboratory to foreign language teaching and learning.

A SUGGESTED TEACHER LIBRARY FOR THE LANGUAGE LABORATORY

Bennett, Adee N. "Versatility of Tape Teaching." The Classical Journal 62 (February 1967).

Hayes, Alfred S. Language Laboratory Facilities. New Media for Instruction Series. No. 4. U. S. Department of Health, Education, and Welfare, Office of Education. Washington, D. C.: Government Printing Office, 1963.

Hocking, Elton. Language Laboratory and Language Learning. Department of Audiovisual Instruction. No. 2. Washington D. C.: National Education Association, 1964.

Hutchinson, Joseph C. "The Language Laboratory." Modern Foreign Language in High School. U. S. Department of Health, Education, and Welfare, Office of Education. Washington, D. C.: Government Printing Office.

Lado, Robert. Language Testing, London: Longmans, Green & Co., Ltd., 1961.

Stack, Edward M. The Language Laboratory and Modern Language Teaching. rev. ed. 2d print. New York: Oxford University Press, 1967.

SUGGESTED ACTIVITIES

Since pleasure enhances learning and may be experienced in many ways, the teacher may find it useful to have available a number of diverse activities which may produce learning in and out of the classroom. Competetive games, exhibitions, and tests of various skills may occur in classroom, social, or club settings. If the actitivies are sufficiently varied and challenging at all stages of achievement, they should stimulate interest and improve instruction for the students and also widen the appeal of Latin to potential students.

A common and effective means of promoting interest in the study of Latin is the formation of a Latin club. This group, composed preferably of volunteers who have a special interest in Latin, should meet on a regular basis under the sponsorship of the teacher. A well-planned series of meetings and activities should produce enthusiasm and should also enhance the image of Latin throughout the school and community. The suggested activities need not be confined to the Latin club but may be used in any appropriate setting.

The Latin Banquet

The Latin banquet has become an annual tradition in many schools and can be a most effective means of maintaining and promoting interest in Latin. The success of this activity depends basically upon the following factors:

authenticity of food, manner of serving, clothing, and entertainment

student planning and control under the unobtrusive supervision of the teacher

continuity of action and events.

Information concerning Roman food, dress, and entertainment may be found in Johnston's Roman Life and in publications of the American Classical League, Miami University, Oxford, Ohio. Additional information will be found in current and back issues of The Classical Outlook and The Classical World.

Audiovisual Aids

Audiovisual equipment which may range from the chalkboard to electronic devices is being used to a greater extent. The efficiency and effectiveness of electronic equipment, the use of programmed instruction, team teaching, a wider range of individual differences, and shifts of emphasis have all combined to introduce to Latin classes the use of a number of audiovisual aids.

The chalkboard, perhaps the most common of all teaching aids, is

invaluable in a variety of ways, including demonstration, discussion, and review by both teacher and students.

The bulletin board meets instructional, psychological, and aesthetic needs. It should be recent, topical, factual, attractive, stimulating, and representative of the efforts of many students of varying abilities.

Ordinary, slide, and instant developing cameras can be employed to advantage by the Latin teacher. Opportunities exist for review purposes, observation of actual class performance, and public relations projects.

Common types of projectors include manual and automatic slide projectors, 8mm and 16mm movie projectors, overhead, and opaque projectors. The overhead projector is particularly useful in presenting syntax and permits the teacher to discuss material while maintaining direct contact with the class. The chief advantage of the opaque projector is that special material need not be prepared but may be instantly projected on a screen.

The tape recorder is especially useful in promoting conversational skills, translating abilities, and review. Commercial tapes which are synchronized with slides are available and are common in programmed instruction. Tapes made in the classroom serve many purposes. The video recorder, available on a limited basis, serves both to present and to prepare material and synchronizes sight with sound.

Performances

Possibilities for dramatizations of classroom activities and assemblies are endless and may range from simple skits to full-scale productions. This technique is unparalleled for public relations directed toward school, home, and community. If wide enough in scope, the technique will provide opportunity in puppetry, mythology, music, art, archaeolog , costuming, production, stagecraft, and declamation. Dramatizations cut across subject matter areas in a way to stress the importance of Latin tradition in our culture. Especially appealing to students are Latin parodies written to popular songs, burlesques of nursery rhymes, mottoes or commercials, and the singing of such traditional songs as "Gaudeamus Igitur."

Games

Competitive games employing Latin are most enjoyable and profitable and may include crossword puzzles, anagrams, charades, scrabble, spelldowns, guessing games, and matching and completion contests. Students respond to many types of motivation, but games have a universal appeal.

Charades

Each individual secretly chooses a Roman character and then acts out a story connected with that character. The others try to guess the character.

Many variations can be worked out for this. Marius can be acted out on the basis of "marry us." Rome becomes "roam." Sinon is "a sign on."

Words may be acted out in their real meanings. For the preposition in the student may draw a circle around himself on the floor. Words and phrases may be acted out "whole" or broken into syllables. The class may divide into teams, each of which will work out charades to stump the others. The charades may be phrases, familiar quotations, slogans, or mottoes.

Cursus Verborum

Two teams are lined up, one on each side of the room. A scorekeeper writes on the board a Latin "root" word such as capio, duco, porto, or moveo, from which the team is to make as many English words as possible within a given time limit. Each member of the team must answer in turn, straight down the line. Allow an average of ten seconds per "runner." Then time is called, and the number of fouls is subtracted from the number of correct words. The difference is the team's record. The other team has to break that record to win.

Decem Quaestiones

One student leaves the room while the class decides on a Latin topic. This may be a famous character, a place, a god, or anything that the class suggests. When the student returns, he asks the class questions to help him identify the topic. If he fails to guess within a limit of ten questions, the class is the scorer.

Scrambled Words

Students are given slips of paper with letters for a word in scrambled form. They must recognize the word, pronounce it, and spell it correctly within ten seconds. Example: T A P U C (caput).

Buzz

Use this game for practice in cardinal numbers in Latin. Divide the class into any number of groups with any number of players except seven. Players begin counting: unus, duo, tres, quattor, quinque, sex, BUZZ, octo, novem, decem, unidecim, duodecim, tredecim, BUZZ, quindecim, sedecim, BUZZ, etc. All numbers divisible by seven (7, 14, 21, etc.) or that contain seven (17, 27, 37, etc.) are replaced by BUZZ. A player who fails to say BUZZ at the proper time is dropped from the game, and the rest of the group begins again with unus, duo, etc. Object is to see how high a group can count without missing in a given period of time (15-20 minutes).

The teacher should use his discretion for giving awards to the winners.

PROMOTIONAL TECHNIQUES

Any dynamic instructional program, however well motivated, must be interpreted at regular intervals to the school, to parents, and to the community if it is to be considered a significant part of the curriculum. Now that Latin offerings are available to students in elementary grades, there is a growing need to acquaint the principal, adjustment teacher, classroom teacher, students, and parents with the importance of Latin and with the need for long-range curriculum planning. No single orientation measure can serve adequately to make potential Latin students aware of the necessity for considering classical studies as an integral part of personal and academic development. A continuous public relations program must be maintained in order to effect articulation between each high school and its contributing elementary schools, public and private, and to keep elementary and high school guidance personnel informed so that they can publicize these curriculum innovations.

Teachers are urged to maintain active membership in professional organizations and to engage in activities sponsored by those organizations which are particularly suited to their interests and abilities.

Likewise, students are encouraged to become active members of the Junior Classical League which is a counterpart of the professional organization, the American Classical League.

It cannot be assumed that because a subject has intrinsic worth and is well taught that it automatically enjoys a significant place in the curriculum. What is further needed is that its values are made known to students, community, and press. Teachers must recognize what is potentially newsworthy and have the knowledge necessary both to contact the press in an efficient manner and to present the material in an attractive format.

Students themselves who feel challenged are the best public relations agents. They will retain their enthusiasm if the teacher is resourceful and imaginative enough to present materials in varied ways and to initiate projects which will have wide appeal and generate enough interest in the student so that he will feel the desire to share his activities with others. The teacher may employ many motivations--desire to perform, to satisfy intellectual curiosity, to establish tradition, to compete, to be recognized, to identify. However many, the goals of publicity remain constant--to excel and to inform others of it.

Public Relations

Publicity in the yearbook and school newspaper

Latin-centered announcements--written communiques which may be exhibited on school bulletin boards or oral announcements which may be read during division

PTA meetings--excellent opportunities for the Latin teacher to strengthen his subject in the community

University contacts--a means of maintaining intercommunication between the high schools and universities to effect articulation and to make teachers aware of new knowledge in the field

Visitation--provisions afforded for exchange of ideas between high schools and between high schools and colleges

Special Events

Awards assembly--public presentation of awards to Latin honor students

Celebration of Latin Week--commemoration of the birthday of Rome with a week of varied activities

Celebration of Roman holidays--employment of appropriate classical motif

Illinois State Latin contests--competition sponsored by the Illinois Classical Club

Athletic contests--intramural athletic contests among the language clubs

Latin club initiation ceremony--opportunity to give recognition to club members

Olympiad--exhibition of olympic type games by Latin students

Open house program--event traditionally held in observation of American Education week

Projects

Art or literary contest--work of students based on classical themes

Enterprises for charitable purposes sponsored by the Latin club

Latin club newspaper--publication on a regular schedule of a news sheet containing articles, cartoons, and special features in English and Latin on subjects of interest to Latin students

Music--parodies in Latin of popular songs and original songs in Latin

Intradepartmental competition--athletic and academic contests within the foreign language department

Scholarships--full and partial subsidies for Latin honor students for college tuition and funds to attend symposia, workshops, and conventions

Style show--fashioning and modeling of authentic togas, military garb, and other Roman clothing (Togas are recommended garb for all Latin club members.) Refer to Mary Johnston's Roman Life for complete information on togas

Latin club album--a permanent pictorial and written record of club activities

Field trips--the opportunity to see local buildings in the classical style, to visit the available collections of Greco-Roman artifacts, and to attend lectures, and performances relating to Greece and Rome

APPENDIX

The illustrations contained in the appendix are designed to be reproduced if the teacher so desires. They may be used also with an opaque projector for classroom or other presentations.

The gods

Imperator Romanus

Domus

Ludus

Via Urbis

Famous Romans

Roman Buildings

Roman Inscription

Maps

APOLLO

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BACCHUS

150/1

152/3

CERES

154/5

156/7

158/9

MARS

MERCURIUS

162/3

164/5

166/7

PLUTO

168/9

VENUS

VESTA

172/3

174/5

IMPERATOR ROMANUS

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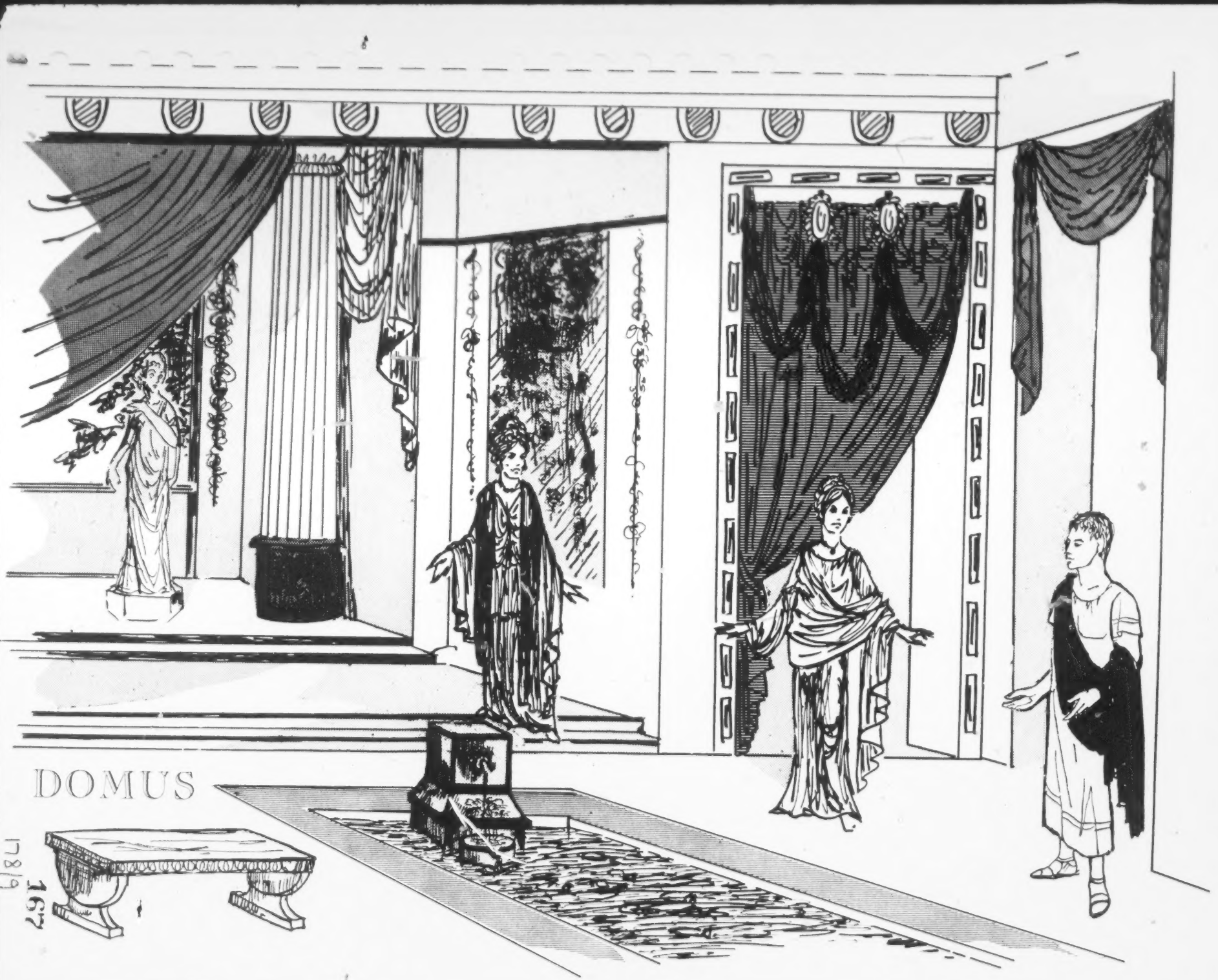
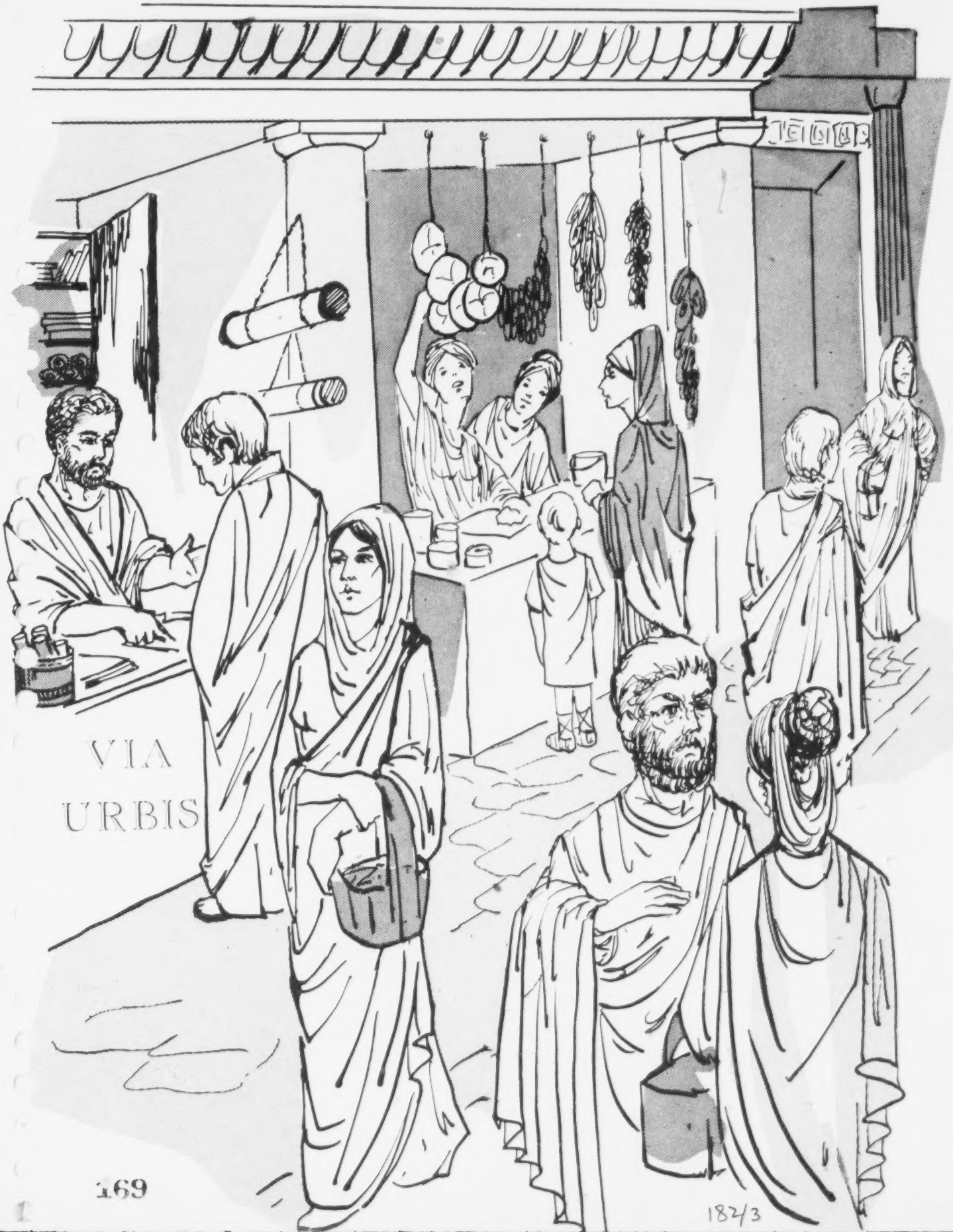

DOMUS

180/1


VIA
URBIS

CAESAR

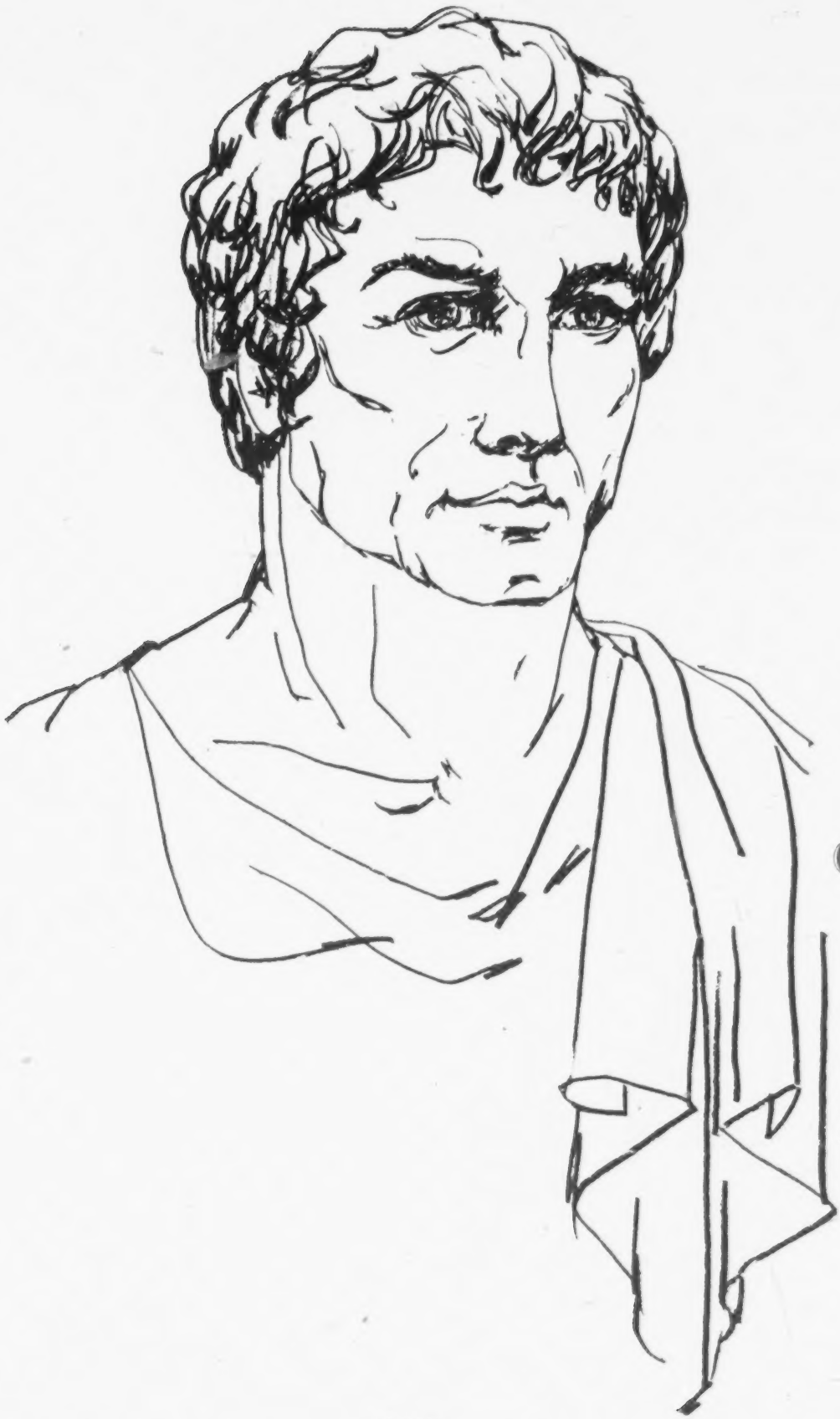
184/5

CICERO

186/7

OCTAVIAN

188/9



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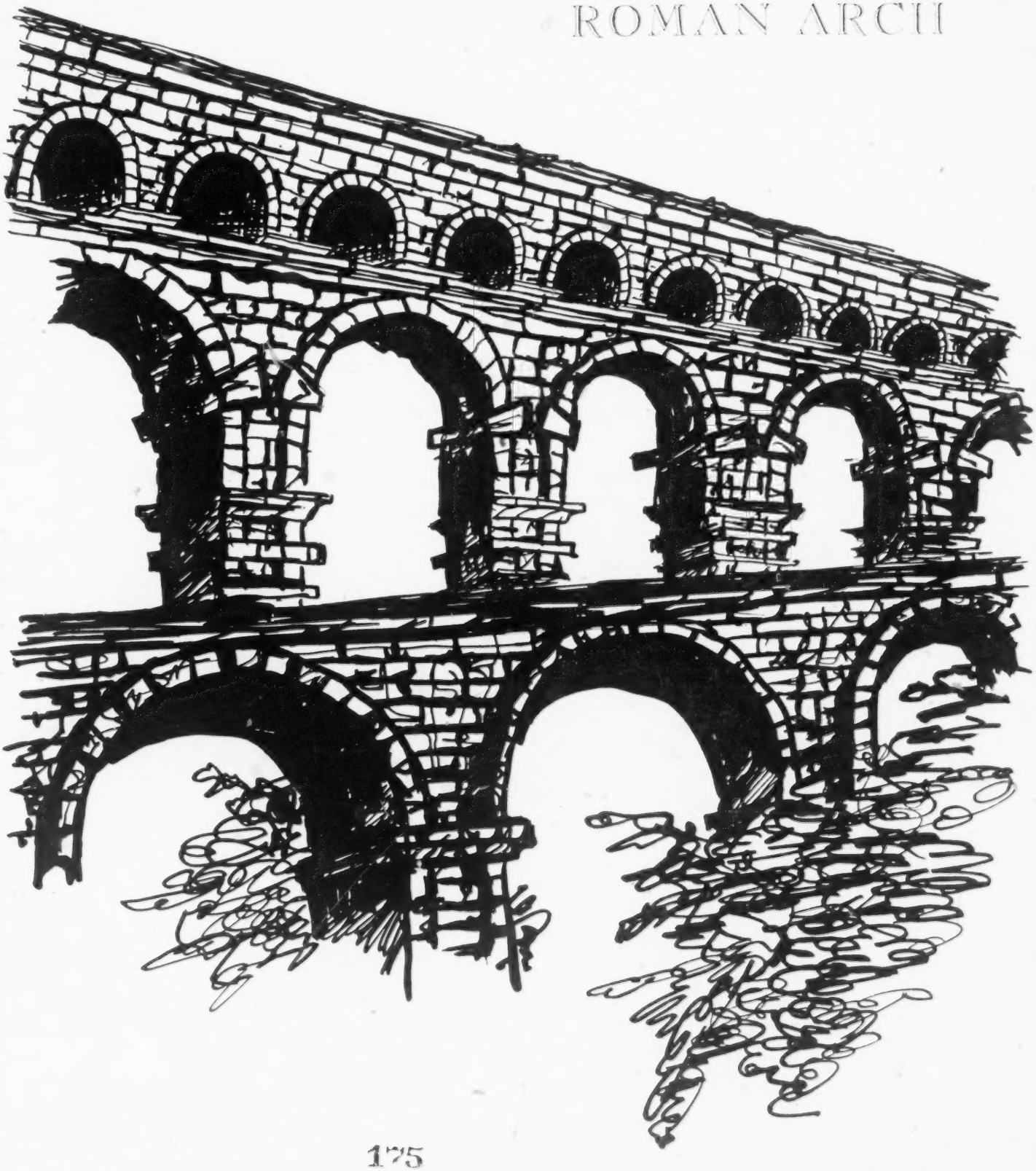
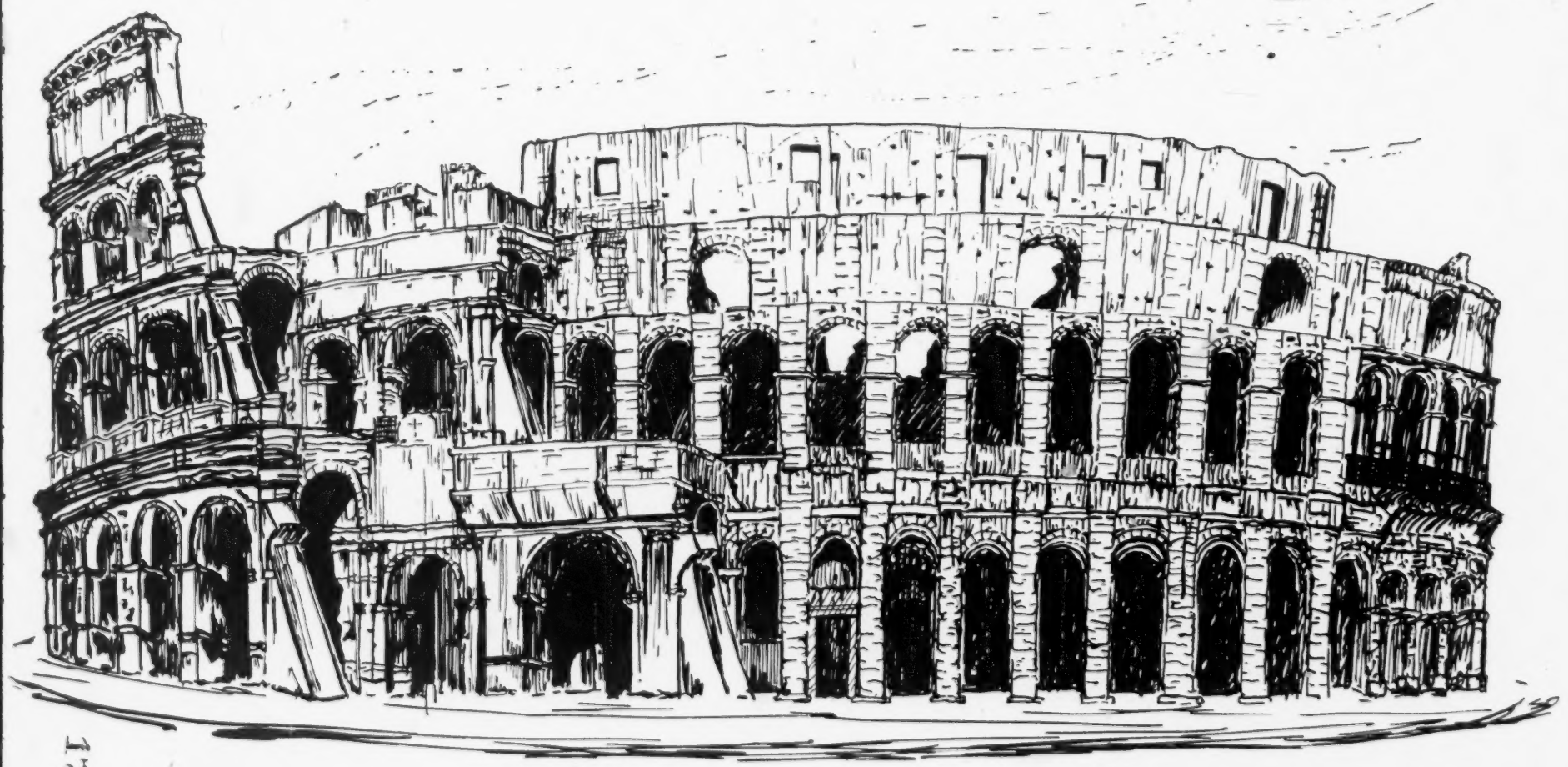
190/1

VERGIL

192/3

ROMAN ARCH



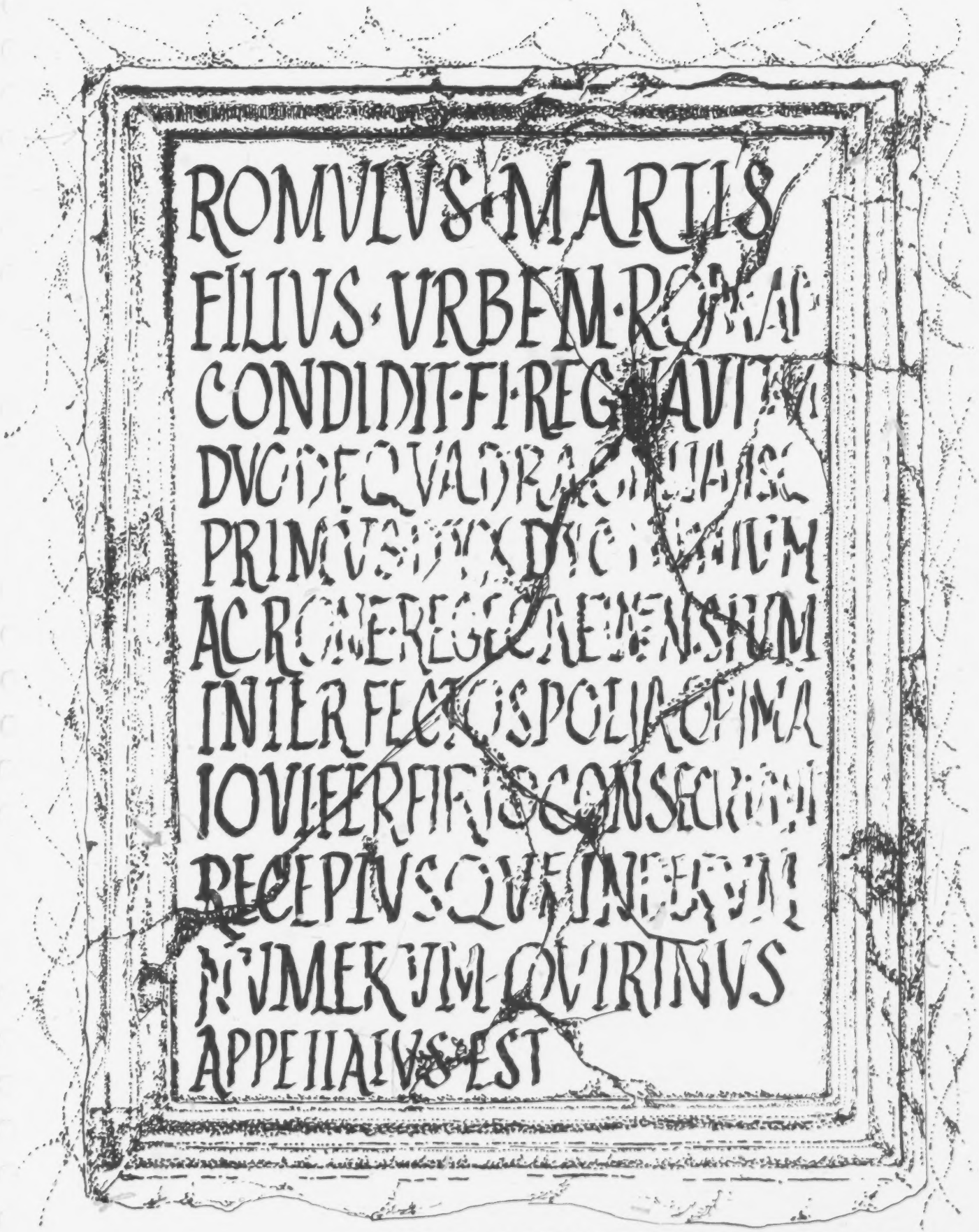


COLOSSEUM

176
7/961

ROMAN
FORUM

198/9



ROMAN INSCRIPTION

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MARE HADRIATICUM
ARRETIUM
CLUSIUM
ASCULUM
FALERII
VEII
ROMA
TARQUINII
CORSICA
ANTIUM
BENEVENTUM
CURAE
NEAPOLIS
POMPEII
BRUNDISIUM
TARENTUM
PAESTUM
MISENUM
SARDINIA
MARE TYRRHENUM
MESSANA
SICILIA
CARTHAGO
SYRACUSAE
AFRICA
ITALIA

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THE ROMAN EMPIRE AT ITS WIDEST EXTENT

ROMAN TERRITORY AT THE END OF THE REPUBLIC

208/9

BRITANNIA
GALLIA
DUBRIS (DOUVRES)
CANTIUM
GERMANIA
GALLIA
OCEANUS ATLANTICUS
HAEDUI
BIBRACTE (MONT BEUVRAY)
SEQUANI
HELVETII
ALPES NORICUM
GENAVA (GENEVA)
ALLOBROGES
SANTONI
GALLIA
ILLYRICUM
MARE ADRIATICUM
ITALIA
HISPANIA
MARE INTERNUM
CORSICA
MARE TYRRHENUM

GRAECIA ET ASIA

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RESOURCE MATERIALS FOR THE TEACHING OF LATIN

Audiovisual Materials

Chicago, Board of Education. Approved List of Instruction Materials for Elementary and Secondary Schools: Language Arts and Foreign Languages. Non-textual. vol. IV-B. Chicago: the Board, 1970-71.

_____. Catalogue of Motion Pictures, Filmstrips, and Art Slide Sets. Chicago: the Board, 1967.

University of Minnesota. Minnesota Pilot Project Visuals. Minneapolis, Minnesota: the University, 1968.

Materials may also be obtained from the following sources.

American Classical League
Miami University
Oxford, Ohio 45056

The Art Institute of Chicago
Museum Store
Michigan Avenue at Adams Street
Chicago, Illinois 60603

Audiovisual Aids Service
Allen Perry, Director
University of Idaho
Moscow, Idaho 83843

Audiovisual Center
Kent Sate University
Kent, Ohio 44240

Bellarmine School of Theology
Photo Service Department
230 South Lincoln Wav
North Aurora, Illinois 60542

Chicago Public Library
Art Department
Michigan Avenue at Washington Street
Chicago, Illinois 60602

Educational Audicvisual, Inc..
Twenty Nine Marble Avenue
Pleasantville, New York 10570

Educational Stimuli
2012 Hammond Avenue
Superior, Wisconsin 54881

EMC Corporation
180 East Sixth Street
St. Paul, Minnesota 55101

Encyclopedia Britannica Films
1150 Wilmette Avenue
Wilmette, Illinois 60091

Field Museum of Natural History
East Roosevelt Road and Lake Shore Drive
Chicago, Illinois 60605

Film Associates of California
11014 Santa Monica Boulevard
Los Angeles, California 90025

Folkways Records and Service Corp.
165 West 46th Street
New York, New York 10036

Greek Consulate General
415 West Surf
Chicago, Illinois 60657

Italian Consulate General
209 North Michigan Avenue
Chicago, Illinois 60601

Italian Government Travel Office
203 North Michigan Avenue
Chicago, Illinois 60601

Loyola University Press
3441 North Ashland Avenue
Chicago, Illinois 60657

Schwann Long-Playing Record Catalog
(Available from record dealers.)

Society for Visual Education
1345 West Diversey Parkway
Chicago, Illinois 60614

Sounds of Latin
Tape Recording Services
Audiovisual Education Center
University of Michigan
720 East Huron
Ann Arbor, Michigan 48104

University of Chicago Press
11030 South Langley Avenue
Chicago, Illinois 60628

University of Illinois
Museum of Art
Champaign-Urbana, Illinois

Audiovisual Materials--Maps, Charts, and Globes

Maps, charts, and globes may be obtained from the following sources.

Chicago, Board of Education. Approved List of Instructional Materials for Elementary and Secondary Schools: Language Arts and Foreign Languages, Nontextual. vol. IV-B. Chicago: the Board, 1970-71.

Denoyer Geppert Co.
5235 North Ravenswood Avenue
Chicago, Illinois 60632

National Geographic Society
16th and M Streets, N. W.
Washington, D. C.

Rand McNally Co.
8255 North Central Park Avenue
Skokie, Illinois

Classical Journals--Periodicals

Archaeology. Published by Archaeology Institute of America, 100 Washington Square East, New York, New York 10003.

Classical Journal. Published by the Classical Association of the Middle West and South, Eight East Hellems Building, University of Colorado, Boulder, Colorado. (Available in the Ella Flagg Young Room, Chicago Public Library, Michigan Avenue at Washington Street, Chicago, Illinois).

Classical Outlook. The American Classical League, Miami University, Oxford, Ohio.

Classical World. Classical Association of the Atlantic States, Fordham University, 441 East Fordham Road, New York, New York.

Greece and Rome. Oxford University Press, Amen House, London E.C. 4, England.

Hesperia. Journal of the American School of Classical Studies at Athens, Greece.

Latinitas. Officila Libraria Vaticana, Citta del Vaticano.

Periodicals for the Student

Auxilium Latinum
Dr. A. E. Worsley, Editor
P. O. Box 501
Elizabeth, New Jersey

Res Gestae
Yale Book Company
Thirty Four Butternut Street
Toronto, Canada

Professional Organizations

American Classical League at Miami University, Oxford, Ohio, maintains a service bureau for Latin teachers, publishes the Classical Outlook, and sponsors the Junior Classical League for students.

American Institute of Archaeology fosters an interest in the science of archaeology and publishes findings of archaeological work.

Chicago Classical Club aims to stimulate interest in classical learning in the Chicagoland area through meetings, reports, and lectures.

Classical Association of Middle West and South publishes the Classical Journal.

Colloquium, the organization of Chicago public school Latin teachers, was founded for the professional betterment of its members and for the increase and effectiveness of classics teaching in the Chicago public schools.

Illinois State Latin Contest is open to all schools of the Illinois High School Association to motivate and encourage able students in Latin to participate in statewide academic testing.

Newsletters

Illinois Classical Conference Newsletter
University of Illinois
Department of Classics
Urbana, Illinois

Scott, Foresman and Co. Newsletter
1900 East Lake Avenue
Glenview, Illinois

Service Bureaus for Language Teachers

American Classical League, Miami University, Oxford, Ohio. This organization furnishes a great variety of materials for Latin teachers. Pamphlets, bulletins, leaflets, posters, and other teaching aids may be secured upon request.

U. S. Department of Health, Education, and Welfare. Office of Education, Washington, D. C. 20025. See especially Source Materials for Secondary School Teachers of Foreign Languages.

Club Information

Lawler, Lillian. The Latin Club. 8th ed. Miami University, Oxford, Ohio: American Classical League, 1957.

Res Gestae. Thirty-Four Butternut Street, Toronto, Canada: Yale Book Company.

Inexpensive Books for Teaching the Classics

The following companies furnish interesting catalogues for the Latin teacher.

Cambridge University Press, Thirty Two East 57th Street, New York, New York, 10022.

Mentor Books (New American Library of World Literature), 501 Madison Avenue, New York, New York 10022.

Meridian Books, Seventeen Union Square, New York, New York 10003.

Oxford University Press, 114th and Fifth Avenue, New York, New York 10011.

Penguin Books, Inc., 3300 Clipper Mill Road, Baltimore, Maryland.

St. Martin's Press, 103 Park Avenue, New York, New York 10017.

Opportunities for Overseas Studies--for Teachers

American Academy in Rome, Executive Secretary, 101 Park Avenue, New York, New York 10017.

Classical Society of the American Academy in Rome, Miss Susan B. Downey, Secretary, Department of Art, University of California, 405 Hilgard Avenue, Los Angeles, California 90024.

Tufts University, Professor Van L. Johnson, Department of Classics, Medford, Massachusetts 02155.

Opportunities for Overseas Studies--for Students

ACL-JCL College Awards, American Classical League, Miami University, Oxford, Ohio 45056.

For more information concerning travel abroad and scholarship opportunities, teachers should refer to the Classical Journal and the Classical Outlook.

Dictionaries and Encyclopedias

Cary, M., et al., eds. Oxford Classical Dictionary. New York: Oxford University Press, 1949.

Cassell's Latin Dictionary: Latin-English and English-Latin. New York: Funk & Wagnalls, 1956.

Devombes, Pierre. The Praeger Encyclopedia of Ancient Greek Civilization. New York: Frederick A. Praeger, Inc., 1967.

Forcellini, Corradini, et al., eds. Lexicon Totius Latinitatis. vols. 1-4. Padua, 1864-1887.

Harvey, Paul, ed. Oxford Companion to Classical Literature. New York: Oxford University Press, Inc., 1946.

Heller, John L. "Notes on Latin Dictionaries." Classical Journal. (January 1961), pp. 171-76.

Levine, Edwin B., et al. Latin Dictionary. Chicago: Follett Publishing Co., 1967.

Nash, Ernest. Pictorial Dictionary of Ancient Rome. 2 vols. 2d ed. New York: Frederick A. Praeger, Inc., 1968.

Pauly and Wissowa, Kroll, et al., eds. Encyclopadie fur Altertumswissenshaft. Stuttgart, Germany: Alfred Drucken-Mueler. 1893-1967.

Peck, H. T., ed. Harper's Dictionary of Classic Literature and Antiquities. New York: American Book Co., 1923.

Edd. Auctoritate et consilio accadd. V. Germanicorum. Thesaurus Linguae Latinae. Leipzig, E. Germany: 1900.

Latin Language and Literature Materials--Books and Periodicals

Aims

Aubuchon, C. J. "Should Latin Be Discarded?" Catholic School Journal (January 1966), pp. 40-46.

Daniel, Bro. Edward. "Classical Languages: Issues." Bulletin of National Association of Secondary School Principals (November 1963), pp. 19-21.

Else, Gerald F. "New Classical Curricula: An Exercise in Three Unknowns." Classical Journal (November 1965), pp. 58-60.

Kempner, Frederick F. "English Grammar in Latin Courses." Classical Journal (November 1963), pp. 62-63.

O'Neill, M. "Do We Overrate Latin?" Catholic School Journal (April 1966), pp. 83-84.

Otis, Brooks. "Latin in the Schools." California Journal of Secondary Education (October 1960), pp. 343-47.

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American Library Color Slide Co., Inc.
222 West 23d Street
New York, New York 10011
Greek and Roman architecture, Roman painting

American Museum of Natural History
Central Park West and 79th Street
New York, New York
The Roman Period, 25 subjects, chiefly Greco-Roman

The Art Institute of Chicago
Photograph and Lantern Slide Department
Ryerson Library
Chicago, Illinois
Collection of slides on ancient Greece and Rome

Chicago Public Library
Visual Materials Center
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Rome, Pompeii, Greece, and other slides

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Box 441
Kerriwille, Texas 78028

Life Filmstrips
Time and Life Building
Rockefeller Center
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Numerous filmstrips on Greco-Roman history, civilization, and culture

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Durham, North Carolina 27701
20 slides--Civilian Dress of the Classical World

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Six sets, 20 slides each: Greece, Rome, Rome's Empire, Classic Italy, Virgil's World

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Chicago, Illinois 60611
Italian painting and sculpture, some with classical motif

Italy Art Studio
2355 South Oakley
Chicago, Illinois 60608
Varied pieces of traditional Italian art, with some pieces of interest to classicist

Natural History Museum of New York
New York, New York
Reproductions of Roman art are for sale.

University Museum
34th and Spruce Streets
Philadelphia, Pennsylvania
Cutout cardboard models, Roman House, Arch of Titus, papyrus paper, wax tablet, papyrus scroll

Posters and Illustrated Maps

American Classical League
Miami University
Oxford, Ohio
Latin calendars, charts, pictures, and posters

Scott, Foresman & Co.
1900 East Lake Avenue
Glenview, Illinois
Latin calendars, charts, and posters

Records

Caesar. Folkways Records, 117 W. 47th St., New York, N. Y.

Cicero. Folkways Records, 117 W. 47th St., New York, N. Y.

Latin Readings. Linguaphone Institute, 30 Rockefeller Plaza, New York 20, N. Y.

Linguaphone Latin Course. Linguaphone Institute, 30 Rockefeller Plaza, New York 20, N. Y.

Odes of Horace. Folkways Records, 117 W. 47th St., New York, N. Y.

Selections from Ovid. Folkways Records, 117 W. 47th St., New York, N. Y.

Selections from Virgil: Aeneid. Folkways Records, 117 W. 47th St., New York, N. Y.

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Appela Me Series. EMC Recording Corp., 806 E. Seventh St., St. Paul 6, Minn.

Essentials of Latin. Folkways Records, 117 W. 47th St., New York, N. Y.

Living Text Series. EMC Recording Corp., 806 E. Seventh St. St. Paul 6, Minn.

Peter of Paris Series. EMC Recording Corp., 806 E. Seventh St. St. Paul 6, Minn.

The Sounds of Latin. University of Michigan A-V Center, 720 East Huron, Ann Arbor, Michigan.

Why Study Latin? Coronet Films, Coronet Bldg., Chicago, Illinois 60601.

A CLASSICAL TIME LINE

	1100 B.C.	1000 B.C.	900 B.C.	800 B.C.	700 B.C.	600 B.C.	500 B.C.	400 B.C.
GREECE	Trojan War Dorians invade Greek mainland Destruction of Mycenae Mycenaeans flee to Ionia and Attica Homeric Age*	Mycenaeans - Ancestors of Athenians Dorians - Ancestors of Spartans		Homer's Iliad and Odyssey*	Extensive Greek colonization, esp. islands of the Aegean, Black Sea, Italy, and Sicily Hellenic Age City-States Rise First Olympic Games Greeks of Asia Minor advance in art, literature.* Hesiod*	Greeks build Naples, Marseilles Aesop's fables* Sappho,* Alcaeus, Tyrtaeus	Sparta controls Peloponnesus Growth of Athenian Democracy Solon the lawgiver Pindar*	Persian Wars (494-479) Delian League (478) Golden Age of Pericles Peloponnesian War (431-404) Socrates Sophocles Xenophon Plato Herodotus Euripides Aeschylus Aristophanes Thucydides Plato
ROME	Aeneas leaves Troy*	First settlers in Po Valley Latins settle in lower Tiber Valley (Latium)	Etruscans settle on Italy's west coast	Etruscans dominate Northern Italy Acquire Hellenic culture from Greece	Rome founded (753) Elective Monarchy - 7 Kings Senate - Imperium - Plebians & Patricians		Overthrow of Monarchy (509) Roman Republic established	Laws of Twelve Tables Latin League allied with Rome (493)

* represents literary portion of Time Line

Helenistic Age

Phillip conquers Greece

Hellenistic Age

Tripartite Division of Alexander's Empire

Alexandria capital of Helenistic world

Tripartite Division of Alexander's Empire

Destruction of Corinth (146)

Macedonia becomes a Roman province (148)

Acquisition of Peloponnesus Rome (27)

St. Paul & other Apostles*

Origen - Christian apologist*

Aristotle*
Praxiteles

Epicurus*
Zeno
Euclid
Archimedes
Aristarchus

Plutarch - biographer*

Appian - Historian
Arrian - Historian
Pausanius - antiquarian

Clement of Alexander - Church apologist
Eusebius - Church historian
St. John Chrysostom

300 B.C.	200 B.C.	100 B.C.	100 A.D.	200 A.D.	300 A.D.	400 A.D.	500 A.D.	600 A.D.	700 A.D.
Gauls sack Rome (390)	Magna Graecia conquered			Antonine Emperors (5):	War in Britain	Maximinian (286-305)	Stilicho (403)	Justin (518-527)	
Latin League dissolved (338)	Rome master of all Italy south of the Rubicon (270)	End of Third Punic War (146) - Rome demolishes Carthage	Julio-Claudian Line:	Nerva (96-98)			Visigoths defeated (403)	Eastern Emperor	
Appius Claudius - Censor	First Punic War (264-241)	Civil War (133-30)	Tiberius (14-37)	Trajan (98-117)		Wars of Succession (306-313)			
Via Appia (312)	Second Punic War (218-201)	Tiberius Gracchus Tribune (133)	Caligula (37-41)	Hadrian (117-138)	Caracalla (211-217)	Constantine & Licinius (307-324)	Theodosius II (408-450) - Eastern Emperor	Justinian (527-565) - Eastern Emperor	
	Hannibal		Claudius (41-54) organize southern Britain as province	Antonius (138-161)	Edict of Caracalla - made all free men of the Empire, Roman citizens.	Edict of Milan (313)	Alaric Sacks Rome (410)		
	Battle of Zama (202)-defeat of Hannibal	Marius - Consul (104-100)	Nero (54-68) - fire at Rome	Marcus Aurelius (161-180) - philosopher-king	Geta (211-212)	Constantine - sole Emperor	Valentinian III (425-455) - Western Emperor	Corpus Juris Civilis (528-535)	
	Andronicus (272) Father of Roman literature*	Sulla-Dictator (82-79)	Flavian Line: Galba (68-69) Otho & Vitellius (69)	Lucius Verus - co-ruler with Aurelius (161-169)	Macrinus (217-218)	Council of Nicaea (325)	Theodosian Code (438)	Hagia Sophia built (532-537)	
	Plautus (254) - writer of 21 comedies	Revolt of gladiators under Spartacus (73-71)	Vespasian (69-79) -destruction of Jerusalem (70)	Parthian War (162-166)	Elagabalus (218-222)	Constantinople founded (330)	Attila & Huns defeated near Chalons (451)	Boethius - philosopher*	
	Ennius (239) - historian	Trial of Verres (70)	Titus (79-81) Pompeii & Herculaneum destroyed (79)	Commodus (180-192)	Severus Alexander (222-235)	Constantius (337-360)	Vandals sack Rome (455)		
	Cato (234) - didactic poet and historian	Cicero - Consul (63)	Domitian (81-96)	Pertinax & Didius Julianus (193)	Military Anarchy (235-285)	Julian the Apostate (360-363). He attempted to weaken position of Christianity in Empire.	Leo I (457-474) East Emperor		
		Catalinian Conspiracy (63)		Septimius Severus (193-211)	Maximinus (235-238)	Valentinian I (364-375)	Zeno (474-491)		
		Caesar's Conquest of Gaul (58-50)	Silver Age of Latin literature*	Suetonius - biographer (75-150) *	Gordion I, II (238)	Valens (364-378)	Romulus Augustulus (475-476) - Western Emperor		
		First Triumvirate (60)	Seneca - tragedian & philosopher(4 B.C.)	Lucian - satirist (c. 125)	Gordion III (238-244)	Valentinian II (375-392)	476 signals end of Western Empire		
		Cicero's Exile (60)	Lucan - epic poet (39)	M. Aurelius - philosopher (138-161)	Philip the Arabian (243-249)	Battle of Adrianople (378)	Ostrogoths invade Italy (488)		
		Pompey - sole Consul (52)	Petronius - creator of latin novel (d. 66)	Tertullian - founder of Western theology (160-230)	Decius (249-251)	Theodosius I (378-395)	Anastasius (491-518) - Eastern Emperor		
		War between Caesar and Pompey (49)	Pliny the Elder - encyclopedist (23)	Fronto - historical essayist	Persecution of Christians (249)	Division of Empire (395)			
		Caesar-dictator (48-44)	Quintilian - rhetorician (35)	Apuleius - satirist	Valerian (253-260)	Honorius (395-423) - Western Emperor			
		Caesar's murder (March 15, 44)	Martial - epigrammatist (d. 102)		Gallianus (253-260)	Arcadius (395-408) - Eastern Emperor			
		Second Triumvirate (43)	Pliny the Younger - letter writer (62)		Outbreak of Plague (260)	St. Jerome (335-420)			
		Cicero's death (43)	Plutarch - biographer (46?)		Sack of Athens by Herulians (267)	St. Augustine - theologian & philosopher (354-430)			
		Actium (31)	Tacitus - historian (55)		Claudius Gothicus (268-270)				
		Annexation of Egypt (30)	Juvenal - satirist (67)		Aurelian (270-275)				
		Golden Age - Principate of Augustus (27-14 A.D.)			Gaul & Britain reconquered (274)				
		Pax Romana (30-235 A.D.)			Virtual anarchy (275-285)				
		Birth of Christ (c. 6 B.C.)			Diocletian (285-305)				
		Terence - writer of comedies (195)*			Fierce Christian persecution under Diocletian				
		Lucretius - didactic poet (98)			Prudentius - poet*				
		Caesar - historian (102)			Lactantius - rhetorician & apologist				
		Cicero - orator, essayist, etc. (c. 106)			St. Ambrose - Father of Western hymnody				
		Catullus - love poet (87)							
		Sallust - historian (86)							
		Vergil - Rome's greatest poet (70)							
		Horace - satirist, odist, etc. (65)							
		Livy - historian (59)							
		Ovid - elegiac poet (43)							